

TEST BANK CHAPTER 1: INTRODUCTION TO GROUP COMMUNICATION

Multiple Choice

1.1-1. Which of the following situations best represents group communication as defined in the textbook?

- a. People talking in an elevator.
- b. People discussing the weather at an airport.
- c. Fans cheering at a baseball game.
- d. Jury members deliberating a court case.
- e. A congregation listening to a sermon.

Difficulty: 2

Question ID: 01.1-01

Page Ref: 4

Answer: d. Jury members deliberating a court case.

1.1-2. A group with 7 members has the potential for _____ different types of interactions.

- a. 9
- b. 90
- c. 666
- d. 900
- e. 966

Difficulty: 2

Question ID: 01.1-02

Page Ref: 5

Answer: e. 966

1.1-3. What is the ideal group size for a problem-solving discussion?

- a. 3–5 people
- b. 4–6 people
- c. 5–7 people
- d. 6–9 people
- e. 8–12 people

Difficulty: 2

Question ID: 01.1-03

Page Ref: 5

Answer: c. 5–7 people

1.1-4. According to your textbook, the most important factor separating successful groups from unsuccessful ones is

- a. having a minimum of 5 and a maximum of 12 members in a group.
- b. a clear goal.
- c. strong leadership.
- d. member independence and interdependence.
- e. group morale.

Difficulty: 2

Question ID: 01.1-04

Page Ref: 7

Answer: b. a clear goal.

1.1-5. **According to your textbook, a group's context refers to**

- a. the type and size of the group.
- b. the group's physical and psychological setting.
- c. the group's purpose, history, and status.
- d. the characteristics of and relationships among group members.
- e. all of the above.

Difficulty: 2

Question ID: 01.1-05

Page Ref: 8

Answer: e. all of the above.

1.1-6. **To which basic element of communication is Grace giving special attention when she prepares for an important group meeting by making sure her business suit is pressed, that her hair is well-groomed, that her perfume is pleasant but subtle, and that she takes a breath mint before entering the meeting room?**

- a. channels
- b. external noise
- c. feedback
- d. verbal message
- e. internal noise

Difficulty: 3

Question ID: 01.1-06

Page Ref: 8

Answer: a. channels

1.1-7. **In a communication transaction, feedback represents**

- a. a group's physical and psychological environment.
- b. anything that interferes with or inhibits effective communication.
- c. the media through which group members share messages.
- d. the response or reaction to a message.
- e. ideas, information, opinions, and/or feelings that generate meaning.

Difficulty: 2

Question ID: 01.1-07

Page Ref: 8

Answer: d. the response or reaction to a message.

1.1-8. **Which of the following examples best illustrates the systems theory principle that "systems try to maintain balance in their environment"?**

- a. Members may take time off to "play" when work becomes too intense.
- b. Members may unexpectedly come up with new ideas and techniques.
- c. Effective groups have clear goals.
- d. Groups suffer if members fail to cooperate.
- e. Groups rely on member input to achieve a common goal.

Difficulty: 3

Question ID: 01.1-08

Page Ref: 9-10

Answer: a. Members may take time off to "play" when work becomes too intense.

1.1-9. **The cooperative interaction of several factors that results in a combined effect greater than the total of all individual parts is referred to as**

- a. interaction.
- b. common goals.
- c. interdependence.
- d. synergy.
- e. working.

Difficulty: 2

Question ID: 01.1-09

Page Ref: 11

Answer: d. synergy.

1.1-10. **A stamp collecting club is an example a**

- a. self-help group.
- b. social group.
- c. learning group.
- d. service group.
- e. public group.

Difficulty: 1

Question ID: 01.1-10

Page Ref: 12

Answer: b. social group.

1.1-11. **Your family is an example of a**

- a. primary group.
- b. social group.
- c. public group.
- d. service group.
- e. none of the above

Difficulty: 1

Question ID: 01.1-11

Page Ref: 12

Answer: a. primary group.

1.1-12. **A local Alcoholics Anonymous chapter is an example of a**

- a. primary group.
- b. self-help group.
- c. learning group.
- d. service group.
- e. public group.

Difficulty: 2

Question ID: 01.1-12

Page Ref: 12

Answer: b. self-help group.

- 1.1-13. **Guests who appear on talk shows and interact with other guests for the benefit of an audience are participating in a**
a. symposium.
b. forum.
c. panel discussion.
d. governance group.
e. service group.
Difficulty: 1
Question ID: 01.1-13
Page Ref: 13
Answer: c. panel discussion.
- 1.1-14. **A group of police officers presenting short, uninterrupted speeches on different aspects of community safety are participating in a**
a. symposium.
b. forum.
c. panel discussion.
d. governance group.
e. self-help group.
Difficulty: 2
Question ID: 01.1-14
Page Ref: 13
Answer: a. symposium.
- 1.1-15. **A college appoints a moderator and holds an open discussion to provide students with the opportunity to ask questions and express their concerns regarding a proposed increase in tuition. This setting for group communication is an example of a**
a. symposium.
b. forum.
c. panel discussion.
d. governance group.
e. service group.
Difficulty: 2
Question ID: 01.1-15
Page Ref: 13
Answer: b. forum.
- 1.1-16. **A college's Board of Trustees that makes public policy decisions may be classified as a**
a. symposium.
b. forum.
c. panel discussion.
d. governance group.
e. service group.
Difficulty: 1
Question ID: 01.1-16
Page Ref: 13
Answer: d. governance group.

1.1-17. **Which of the following characteristics demonstrates one of the disadvantages of working in groups?**

- a. Groups make better decisions when working on complex tasks.
- b. Working in groups enhances member learning.
- c. Groups require significant time, energy, and resources.
- d. Groups are often more creative than members working alone.
- e. Members usually enjoy working with others in groups.

Difficulty: 2

Question ID: 01.1-17

Page Ref: 14-16

Answer: c. Groups require significant time, energy, and resources.

1.1-18. **A virtual group is one which**

- a. relies on technology to communicate.
- b. exists only for a short period of time.
- c. lacks a leader.
- d. lacks a clear purpose.
- e. has the same dynamic as other groups.

Difficulty: 1

Question ID: 01.1-18

Page Ref: 14

Answer: a. relies on technology to communicate.

1.1-19. **Statements that explain or predict how people communicate are**

- a. theories.
- b. strategies.
- c. skills.
- d. resources.
- e. rules.

Difficulty: 1

Question ID: 01.1-19

Page Ref: 17

Answer: a. theories.

1.1-20. **When seeking to resolve group tensions, the dialectic approach recommends a _____ approach.**

- a. compromise
- b. either/or
- c. both/and
- d. approach/avoidance
- e. task/maintenance

Difficulty: 2

Question ID: 01.1-20

Page Ref: 18

Answer: c. both/and

1.1-21. **All of the following pairs of common folk proverbs illustrate the contradictory nature of dialectic tensions EXCEPT**

- a. "Opposites attract" and "Birds of a feather flock together."
- b. "Two's company, three's a crowd" and "The more the merrier."
- c. "Look before you leap" and "He who hesitates is lost."
- d. "Waste not, want not" and "Music makes the world go 'round."
- e. "To know him is to love him" and "Familiarity breeds contempt."

Difficulty: 3

Question ID: 01.1-21

Page Ref: 19

Answer: d. "Waste not, want not" and "Music makes the world go 'round."

1.1-22. **In group dialectic terms, effective groups balance structure and**

- a. heterogeneity.
- b. disengagement.
- c. spontaneity.
- d. engagement.
- e. individual goals.

Difficulty: 2

Question ID: 01.1-22

Page Ref: 18, 20-21

Answer: c. spontaneity.

1.1-23. **In dialectic terms, effective groups balance conflict with**

- a. conformity.
- b. cohesion.
- c. structure.
- d. closed systems.
- e. social dimensions.

Difficulty: 2

Question ID: 01.1-23

Page Ref: 18, 19

Answer: b. cohesion.

1.1-24. **In dialectic terms, effective groups balance task dimensions with**

- a. conformity dimensions.
- b. cohesion dimensions.
- c. structure dimensions.
- d. closed dimensions.
- e. social dimensions.

Difficulty: 2

Question ID: 01.1-24

Page Ref: 18, 20

Answer: e. social dimensions.

1.1-25. **The open system ↔ closed system group dialectic can be described as**

- a. balancing a commitment to group norms and standards with a willingness to differ and change.
- b. balancing member similarities and differences.
- c. balancing external support and recognition with internal group solidarity and rewards.
- d. balancing member energy and labor with the group's need for rest and renewal.
- e. balancing members' personal goals with the group's goal.

Difficulty: 3

Question ID: 01.1-25

Page Ref: 18, 21-22

Answer: c. balancing external support and recognition with internal group solidarity and rewards.

1.1-26. **The homogeneous ↔ heterogeneous group dialectic can be described as**

- a. balancing a commitment to group norms and standards with a willingness to differ and change.
- b. balancing member similarities and differences.
- c. balancing external support and recognition with internal group solidarity and rewards.
- d. balancing effective leadership with responsible followership.
- e. balancing members' personal goals with the group's common goal.

Difficulty: 2

Question ID: 01.1-26

Page Ref: 18, 20

Answer: b. balancing member similarities and differences.

1.1-27. **The engaged ↔ disengaged group dialectic can be described as**

- a. balancing a commitment to group norms and standards with a willingness to differ and change.
- b. balancing a motivation to complete tasks with promoting member relationships.
- c. balancing external support and recognition with internal group solidarity and rewards.
- d. balancing effective leadership with responsible followership.
- e. balancing member energy and labor with the group's need for rest and renewal.

Difficulty: 2

Question ID: 01.1-27

Page Ref: 18, 21

Answer: e. balancing member energy and labor with the group's need for rest and renewal.

1.1-28. **A both/and approach to resolving dialectic tensions in groups empowers members. Which of the following examples demonstrates the characteristics of *autonomy* in an empowered group?**

- a. The group believes it has the ability to achieve its common goal.
- b. The group believes that its common goal is important and worthwhile.
- c. The group has the freedom to make decisions and implements its decisions.
- d. The group believes that its work produces significant benefits for other people and organizations.
- e. The group has high morale and understands the value of play as well as work.

Difficulty: 2

Question ID: 01.1-28

Page Ref: 21

Answer: c. The group has the freedom to make decisions and implements its decisions.

1.1-29. **In Latin, the word *credo* means**

- a. "I believe."
- b. "I mean."
- c. "I am."
- d. "I create."
- e. "I accuse."

Difficulty: 2

Question ID: 01.1-29

Page Ref: 23

Answer: a. "I believe."

1.1-30. **All of the following principles of ethical communication are included in the National Communication Association's *Credo for Ethical Communication* EXCEPT**

- a. We endorse freedom of speech only when the truth does not cause detrimental results or harm others.
- b. We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- c. We strive to understand and respect other communicators before evaluating and responding to their messages.
- d. We are committed to the courageous expression of personal conviction in pursuit of fairness and justice.
- e. We promote a communication climate of caring and mutual understanding.

Difficulty: 2

Question ID: 01.1-30

Page Ref: 24

Answer: a. We endorse freedom of speech only when the truth does not cause detrimental results or harm others.

True/False

- 1.2-1. **According to a study commissioned by the Association of American Colleges and Universities, "teamwork skills and the ability to collaborate with others in diverse group settings" was ranked first as an essential learning outcome in 2 of 4 major categories.**
a. True
b. False

Difficulty: 1

Question ID: 01.2-01

Page Ref: 3

Answer: a. True

- 1.2-2. **Employers view proficiency in a field of study as more important than group communication skills.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-02
Page Ref: 4
Answer: b. False

- 1.2-3. **Your textbook defines group communication as the interaction of 5 to 7 people working to make a good decision.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-03
Page Ref: 4
Answer: b. False

- 1.2-4. **The basic components of group communication are members, interaction, independence, goals, and working.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-04
Page Ref: 4-5
Answer: a. True

- 1.2-5. **A group of 5 members has the potential for 90 different types of interaction.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-05
Page Ref: 5
Answer: a. True

1.2-6. **In groups with more than 15 members, coordination and control become difficult.**

- a. True
- b. False

Difficulty: 1

Question ID: 01.2-06

Page Ref: 5

Answer: a. True

1.2-7. **According to your textbook, leadership is the single factor that separates successful groups from unsuccessful groups.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-07

Page Ref: 6

Answer: b. False

1.2-8. **As groups grow larger, member satisfaction increases.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-08

Page Ref: 5

Answer: b. False

1.2-9. **Generally, there are 2 sources of noise: external and internal.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-09

Page Ref: 8

Answer: a. True

1.2-10. **A soft speaking voice can create noise in a communication transaction.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-10

Page Ref: 8

Answer: a. True

1.2-11. **Feedback is always verbal rather than nonverbal.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-11

Page Ref: 8

Answer: b. False

1.2-12. **When group members work together to achieve a common goal, the size of the group, the physical setting, and the group's role and status in an organization are components of the communication context.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-12

Page Ref: 8

Answer: a. True

1.2-13. **Your biases, distracting thoughts about other activities, fatigue, and hunger can cause noise in a communication transaction.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-13

Page Ref: 8

Answer: a. True

1.2-14. **Unlike the digestive system, a computer system, or even the solar system, groups do not function as a system because they involve interdependent members interacting with one another.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-14

Page Ref: 9

Answer: b. False

1.2-15. **Systems theory assumes that groups and their members are unpredictable.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-15

Page Ref: 10

Answer: a. True

1.2-16. **The term synergy comes from the Greek word *synonym* which means "similar meaning."**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-16

Page Ref: 11

Answer: b. False

1.2-17. **Synergy refers to a situation in which "the whole is greater than the sum of its individual parts."**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-17

Page Ref: 11

Answer: a. True

1.2-18. **PTAs, labor unions, veterans' groups, fire and police auxiliary groups, and neighborhood and community associations are examples of self-help groups.**

- a. True
- b. False

Difficulty: 1

Question ID: 01.2-18

Page Ref: 12

Answer: b. False

1.2-19. **On college campuses, intramural athletic teams as well as sororities and fraternities are examples of social groups.**

- a. True
- b. False

Difficulty: 1

Question ID: 01.2-19

Page Ref: 12

Answer: a. True

1.2-20. **Work groups collaborate to achieve specific goals on behalf of a business or organization.**

- a. True
- b. False

Difficulty: 1

Question ID: 01.2-20

Page Ref: 12

Answer: a. True

- 1.2-21. ***Ad hoc* committees remain active in order to accomplish ongoing tasks on behalf of a larger group.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-21
Page Ref: 12
Answer: b. False
- 1.2-22. **In a panel discussion, several group members interact with one another on a common topic for the benefit of an audience.**
a. True
b. False
Difficulty: 1
Question ID: 01.2-22
Page Ref: 13
Answer: a. True
- 1.2-23. **In a group symposium, group members interact with one another on a common topic for the benefit of an audience.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-23
Page Ref: 13
Answer: b. False
- 1.2-24. **Asynchronous group communication occurs simultaneously and in real time.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-24
Page Ref: 14
Answer: b. False
- 1.2-25. **When a task is complex and the answers are unclear, an effective group will perform better than individuals working alone.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-25
Page Ref: 14
Answer: a. True

- 1.2-26. **Generally, a smart person can generate more innovative ideas and creative solutions than a group can.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-26
Page Ref: 15
Answer: b. False
- 1.2-27. **A Microsoft study found that nonproductive meetings can waste 2 of every 5 workdays.**
a. True
b. False
Difficulty: 1
Question ID: 01.2-27
Page Ref: 16
Answer: a. True
- 1.2-28. **Without understanding group communication theories, you will have difficulty understanding why a particular method works in one situation and fails in another.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-28
Page Ref: 17
Answer: a. True
- 1.2-29. **Resolving group dialects requires an *either/or* approach rather than a *both/and* approach.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-29
Page Ref: 17
Answer: b. False
- 1.2-30. **Relational Dialectics Theory claims that relationships are characterized by ongoing tensions between the contradictory and complex elements of human experiences.**
a. True
b. False
Difficulty: 1
Question ID: 01.2-30
Page Ref: 19
Answer: a. True

1.2-31. **In the best of groups, individual goals support the group's common goal.**

- a. True
- b. False

Difficulty: 1

Question ID: 01.2-31

Page Ref: 18

Answer: a. True

1.2-32. **"Two's company; three's a crowd" and "Music makes the world go 'round" are examples of dialectic tensions.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-32

Page Ref: 19

Answer: b. False

1.2-33. **Groups without constructive conflict have difficulty analyzing the wisdom of their decisions.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-33

Page Ref: 19

Answer: a. True

1.2-34. **The structure ↔ spontaneity dialectic relies on both tested procedures to help a group achieve its goal as well as creative thinking.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-34

Page Ref: 20-21

Answer: a. True

1.2-35. **Heterogeneous groups include members who are different from one another.**

- a. True
- b. False

Difficulty: 2

Question ID: 01.2-35

Page Ref: 20

Answer: a. True

- 1.2-36. **When a group functions as an open system, it guards its boundaries and discourages input from or interaction with the outside.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-36
Page Ref: 21-22
Answer: b. False
- 1.2-37. **The key to balancing both the complex and competing elements in a group is a commitment to working toward the group's goal.**
a. True
b. False
Difficulty: 1
Question ID: 01.2-37
Page Ref: 18-19
Answer: a. True
- 1.2-38. **Empowered groups feel free to exert control over other groups in order to achieve their personal goals.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-38
Page Ref: 21
Answer: b. False
- 1.2-39. **The National Communication Association's *Credo for Ethical Communication* states that every group member should condemn communication that degrades individuals and that expresses intolerance or hatred.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-39
Page Ref: 22
Answer: a. True
- 1.2-40. **The National Communication Association's *Credo for Ethical Communication* contends that group members should accept the consequences of their communication and expect the same of others.**
a. True
b. False
Difficulty: 2
Question ID: 01.2-40
Page Ref: 22
Answer: a. True

TEST BANK CHAPTER 2: GROUP DEVELOPMENT**Multiple Choice**

2.1-1. In which of Tuckman's Group Development Stages do members resolve status conflicts and learn to work as a cohesive team?

- a. performing
- b. storming
- c. adjourning
- d. norming
- e. forming

Difficulty: 2

Question ID: 02.1-01

Page Ref: 29, 32

Answer: d. norming

2.1-2. In which of Tuckman's Group Development Stages are members socially cautious and overly polite?

- a. adjourning
- b. forming
- c. performing
- d. norming
- e. storming

Difficulty: 2

Question ID: 02.1-02

Page Ref: 29

Answer: b. forming

2.1-3. You have just joined a newly formed group responsible for developing a recycling program for your community. At first, group members are somewhat uncomfortable working with strangers. Which of Tuckman's stages of group development is your group experiencing?

- a. norming
- b. storming
- c. forming
- d. performing
- e. reforming

Difficulty: 1

Question ID: 02.1-03

Page Ref: 29

Answer: c. forming

2.1-4. **Which is the correct order for Tuckman's 5 group development stages?**

- a. forming, storming, norming, performing, adjourning
- b. forming, norming, performing, storming, adjourning
- c. norming, forming, storming, performing, adjourning
- d. norming, storming, performing, forming, adjourning
- e. storming, norming, forming, performing, adjourning

Difficulty: 2

Question ID: 02.1-04

Page Ref: 29

Answer: a. forming, storming, norming, performing, adjourning

2.1-5. Because most members of a new group want to create a good first impression, they tend to be overly polite with one another during their initial meetings. They don't interrupt one another and avoid expressing strong opinions. These behaviors are characteristic of

- a. dialectic tension.
- b. primary tension.
- c. secondary tension.
- d. tertiary tension.
- e. assimilation tension.

Difficulty: 2

Question ID: 02.1-05

Page Ref: 30

Answer: b. primary tension.

2.1-6. Ernest Bormann's description of primary tension resembles Tuckman's _____ stage of group development.

- a. forming
- b. storming
- c. norming
- d. performing
- e. adjourning

Difficulty: 2

Question ID: 02.1-06

Page Ref: 32

Answer: a. forming

2.1-7. Ernest Bormann's description of _____ resembles Tuckman's forming stage of group development.

- a. secondary tension
- b. primary tension
- c. the norming stage
- d. the performing stage
- e. the adjourning stage

Difficulty: 2

Question ID: 02.1-07

Page Ref: 32

Answer: b. primary tension

2.1-8. In which of Carolyn Anderson's group socialization stages do members adjust to group expectations, assume needed roles, and balance their personal goals with the group's goals?

- a. antecedent phase
- b. anticipatory phase
- c. encounter phrase
- d. assimilation phase
- e. exit phase

Difficulty: 3

Question ID: 02.1-08

Page Ref: 35

Answer: c. encounter phrase

2.1-9

In which of which of Carolyn Anderson's group socialization stages do members become fully integrated into the group's culture?

- a. antecedent phase
- b. anticipatory phase
- c. encounter phase
- d. assimilation phase
- e. exit phase

Difficulty: 3

Question ID: 02.1-09

Page Ref: 35

Answer: d. assimilation phase

2.1-10.

According to Locke and Latham's Goal Theory, all of the following criteria are critical for developing effective group goals EXCEPT

- a. the goals are specific.
- b. the goals are accepted by members.
- c. the goals are simple and easy to achieve.
- d. the goals are set by members and the group.
- e. the goals allow for member growth.

Difficulty: 3

Question ID: 02.1-10

Page Ref: 35

Answer: c. the goals are simple and easy to achieve.

2.1-11.

_____ occur when members' private goals conflict with the group's common goals and represent what people really want rather than what they say they want.

- a. The storming stage
- b. Hidden agendas
- c. Primary tension
- d. Tertiary tension
- e. Implicit norms

Difficulty: 1

Question ID: 02.1-11

Page Ref: 37

Answer: b. Hidden agendas

2.1-12.

All of the following statements are true about hidden agendas EXCEPT

- a. Hidden agendas exist in most groups.
- b. Hidden agendas occur when there is poor group leadership.
- c. Hidden agendas disrupt the flow of communication.
- d. Hidden agendas should be discussed and dealt with by the group.
- e. Hidden agendas do not cause problems in a group.

Difficulty: 2

Question ID: 02.1-12

Page Ref: 37

Answer: b. Hidden agendas occur when there is poor group leadership.

2.1-13. **Implicit norms are**

- a. easy to recognize.
- b. quickly apparent to new members.
- c. rarely discussed by members.
- d. imposed by an outside authority.
- e. disruptive of the group process.

Difficulty: 2

Question ID: 02.1-13

Page Ref: 39

Answer: c. rarely discussed by members.

2.1-14. **Which of the following examples depicts an explicit norm?**

- a. Group members have learned to leave the seat nearest the door for their leader.
- b. Within a few days after work together in a newly formed committee, members begin using one another's first names.
- c. Ralph has begun bringing extra copies of the group's agenda to the meeting for members who have forgotten theirs.
- d. Everyone abides by the "be on time; be out on time" rule set on the first day of the group meetings.
- e. After getting the "evil eye" from several members, Ruthie stops checking her BlackBerry during meetings.

Difficulty: 3

Question ID: 02.1-14

Page Ref: 39

Answer: d. Everyone abides by the "be on time; be out on time" rule set on the first day of the group meetings.

2.1-15. **Which of the following examples depicts an implicit norm?**

- a. As specified in the group's bylaws, members use parliamentary procedure when the group debates a motion.
- b. Even though members know one another's names, everyone wears their company-issued nametags to meetings.
- c. Members take their turn—in alphabetical order—taking minutes at every meeting.
- d. Members have learned that because meetings usually begin fifteen minutes later than scheduled, they can arrive a little late.
- e. Members agree that no one should be allowed to consult their BlackBerries during a meeting without permission.

Difficulty: 3

Question ID: 02.1-15

Page Ref: 39-40

Answer: d. Members have learned that because meetings usually begin fifteen minutes later than scheduled, they can arrive a little late.

2.1-16. **Your group has discussed and decided that members will take turns recording and typing the minutes from each meeting. A(n) _____ has been established.**

- a. conforming norm
- b. implicit norm
- c. deviant norm
- d. explicit norm
- e. inclusion norm

Difficulty: 2

Question ID: 02.1-16

Page Ref: 39

Answer: d. explicit norm

2.1-17. **Whenever your department has a staff meeting, the supervisor always sits at the head of the table. Group members know they should not take the seat at the head of the table even though they have not been told to avoid that seat. A(n) _____ is operating in the group.**

- a. conforming norm
- b. implicit norm
- c. deviant norm
- d. explicit norm
- e. inclusion norm

Difficulty: 2

Question ID: 02.1-17

Page Ref: 39-40

Answer: b. implicit norm

2.1-18. **Which of the 4 categories of norms is operating in the following example? Your group makes decisions by majority rule. A(n) _____ is operating in this circumstance.**

- a. status norm
- b. interaction norm
- c. achievement norm
- d. procedural norm
- e. inclusion norm

Difficulty: 2

Question ID: 02.1-18

Page Ref: 40

Answer: d. procedural norm

2.1-19. Which of the 4 categories of norms is operating in the following example? Most group members defer to or agree with Tasha and Bill when they make a recommendation. A(n) _____ is operating in this circumstance.

- a. status norm
- b. interaction norm
- c. achievement norm
- d. procedural norm
- e. inclusion norm

Difficulty: 2

Question ID: 02.1-19

Page Ref: 40

Answer: a. status norm

2.1-20. Stanley Milgram's classic experiment to find out whether people would obey commands to give "subjects" painful electric shocks demonstrated that

- a. people are ruthless when making decisions about the welfare of strangers.
- b. pressure from an authority figure can outweigh individual judgment and morality.
- c. people who know they're in experiments like to fool the researchers.
- d. inclusion and affection needs are strong in groups.
- e. group members are punished for violating norms.

Difficulty: 2

Question ID: 02.1-20

Page Ref: 40-41

Answer: b. pressure from an authority figure can outweigh individual judgment and morality.

2.1-21. In Philip Zimbardo's famous study, students were assigned the role of guard or prisoner in a realistic-looking prison in a Stanford University basement. The experiment was halted before its scheduled completion because

- a. the students missed too many classes.
- b. the "prisoners" rebelled and locked out the "guards."
- c. the "guards" became abusive and the "prisoners" became passive and depressed.
- d. the experimenters told the "guards" to give the "prisoners" electric shocks.
- e. the "guards" enjoyed teasing and giving their "prisoner" buddies a hard time.

Difficulty: 2

Question ID: 02.1-21

Page Ref: 41

Answer: c. the "guards" became abusive and the "prisoners" became passive and depressed.

2.1-22. **Stanley Milgram (Yale University) and Philip Zimbardo (Stanford University) conducted famous experiments that demonstrated the**

- a. pressure to conform to authority rule.
- b. desire of group members to get along with one another.
- c. important role of norms in group communication.
- d. rewards for compliance to norms.
- e. causes of unethical communication in groups.

Difficulty: 2

Question ID: 02.1-22

Page Ref: 40-41

Answer: a. pressure to conform to authority rule.

2.1-23. **Nonconformity**

- a. will always undermine group performance.
- b. can improve group performance.
- c. occurs only when stubborn members are present.
- d. occurs under poor leadership.
- e. occurs only in the storming stage.

Difficulty: 2

Question ID: 02.1-23

Page Ref: 41-42

Answer: b. can improve group performance.

2.1-24. **Which of the following strategies is recommended as an effective method for dealing with destructive nonconformity in groups?**

- a. Accept the member's disruptive behavior.
- b. Confront the disruptive member and try to modify his or her behavior.
- c. Exclude the disruptive member by ignoring his or her comments during the discussion.
- d. all of the above
- e. none of the above

Difficulty: 2

Question ID: 02.1-24

Page Ref: 43

Answer: d. all of the above

2.1-25. **Max was disturbed by the way in which group members interrupted one another during discussions. He could see that some of the quieter members were intimidated by this norm. Max decided that he would try to change the norm by continuing to talk right through an interruption in the hope that the members who usually interrupted would stop. What strategy was Max using to change group norms?**

- a. the suggestions or actions of a high-status member
- b. the suggestions of highly confident members
- c. group discussion and decision making
- d. direct criticism of other members
- e. continued interaction using a different behavior

Difficulty: 2

Question ID: 02.1-25

Page Ref: 44

Answer: e. continued interaction using a different behavior

2.1-26. **Which of the following characteristics was NOT one of the 8 characteristics that emerged in the Carl Larson and Frank LaFasto study that asked "What are the secrets of successful teams?"**

- a. adherence to group norms
- b. a clear, elevated goal
- c. competent team members
- d. a collaborative climate
- e. principled leadership

Difficulty: 2

Question ID: 02.1-26

Page Ref: 44-45

Answer: a. adherence to group norms

2.1-27. **How do virtual groups differ from face-to-face groups during the storming stage of group development?**

- a. Technical problems and differences in members' technical expertise affect how members compete for high-status roles.
- b. Member diversity complicates the establishment of norms.
- c. Members must learn how to overcome technical roadblocks as they use different media to achieve a common goal.
- d. Members may continue to interact using email even after the group has completed its task.
- e. Some members will not respond well to technology.

Difficulty: 2

Question ID: 02.1-27

Page Ref: 45

Answer: a. Technical problems and differences in members' technical expertise affect how members compete for high-status roles.

True/False

2.2-1. **The correct order for the 5 stages in Tuckman's Group Development Stages are forming, performing, storming, norming, adjourning.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-01

Page Ref: 29

Answer: b. False

2.2-2. **During the forming stage of Tuckman's Group Development model, the group's most important job to "orient itself to itself."**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-02

Page Ref: 29

Answer: a. True

2.2-3. **The frustration and personality conflicts that occur in groups as members compete for acceptance and status are the source of primary tension.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-03

Page Ref: 30

Answer: b. False

2.2-4. **Most groups experience some form of primary and secondary tension during the forming and storming stages of group development.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-04

Page Ref: 29-31

Answer: a. True

2.2-5. **Groups resolve primary tension by being positive and energetic, patient and open-minded, and well prepared.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-05

Page Ref: 30

Answer: a. True

2.2-6. **Face-to-face meetings may be desirable in the early stages of virtual groups.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-06

Page Ref: 45

Answer: a. True

2.2-7. **During the norming stage of group development, groups primarily confront the conflict ↔ cohesion dialectic and the leadership ↔ followership dialectic.**

- a. True
- b. False

Difficulty: 3

Question ID: 02.2-07

Page Ref: 30

Answer: b. False

2.2-8. **Bormann's secondary tension has similar characteristics to the behavior of members during Tuckman's storming stage of group development.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-08

Page Ref: 32

Answer: a. True

2.2-9. **During Tuckman's performing stage of group development, feelings of trust and clear goals emerge as members become more comfortable with one another and agree upon group procedures.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-09

Page Ref: 32

Answer: b. False

2.2-10. **During Tuckman's performing stage of group development, members focus their energies on both the task and social dimensions of group work as they make major decisions and solve critical problems.**

- a. True
- b. False

Difficulty: 1

Question ID: 02.2-10

Page Ref: 33

Answer: a. True

- 2.2-11. **During the antecedent phase of newcomer socialization, new members adjust to group expectations and assume needed roles.**
a. True
b. False
Difficulty: 3
Question ID: 02.2-11
Page Ref: 35
Answer: b. False
- 2.2-12. **During the assimilation phrase of newcomer socialization, established members and newcomers blend into a comfortable state of working together to achieve a common goal.**
a. True
b. False
Difficulty: 2
Question ID: 02.2-12
Page Ref: 35
Answer: a. True
- 2.2-13. **Locke and Latham's Goal Theory emphasizes the value of setting group goals.**
a. True
b. False
Difficulty: 1
Question ID: 02.2-13
Page Ref: 35
Answer: a. True
- 2.2-14. **Locke and Latham's Goal Theory concludes that groups function best when their goals are easy to accomplish and are set by a strong leader.**
a. True
b. False
Difficulty: 2
Question ID: 02.2-14
Page Ref: 36
Answer: b. False
- 2.2-15. **When setting goals, groups should ask questions about the goal's clarity, difficulty, meaningfulness, and cost.**
a. True
b. False
Difficulty: 1
Question ID: 02.2-15
Page Ref: 37
Answer: a. True

- 2.2-16. **Hidden agendas occur when a member's private goal conflicts with the group's goal.**

- a. True
- b. False

Difficulty: 1

Question ID: 02.2-16

Page Ref: 37

Answer: a. True

- 2.2-17. **Groups should avoid discussing hidden agendas openly in order to avoid member embarrassment and the potential for interpersonal conflict.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-17

Page Ref: 38

Answer: b. False

- 2.2-18. **Although group norms are often difficult to express in words, they are real and have a major effect on group productivity and member satisfaction.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-18

Page Ref: 39

Answer: a. True

- 2.2-19. **Explicit norms are rarely discussed or openly communicated, whereas implicit norms are put in writing or stated verbally.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-19

Page Ref: 39

Answer: b. False

- 2.2-20. **Your textbook divides norms into four categories: interaction norms, procedural norms, status norms, and achievement norms.**

- a. True
- b. False

Difficulty: 1

Question ID: 02.2-20

Page Ref: 40

Answer: a. True

2.2-21. **When group members expect and receive an agenda in advance of meetings and follow the agenda during meetings, they are abiding by an interaction norm.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-21

Page Ref: 40

Answer: b. False

2.2-22. **When a group is having difficulty deciding and the leader has the right to make the final decision, the group is abiding by a status norm.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-22

Page Ref: 40

Answer: a. True

2.2-23. **Stanley Milgram and Philip Zimbardo's classic studies demonstrated that people in authority positions exert enormous pressure on people to conform.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-23

Page Ref: 40-41

Answer: a. True

2.2-24. **When there is enormous pressure for group members to conform, a disruptive member can help the group by not conforming to group norms.**

- a. True
- b. False

Difficulty: 2

Question ID: 02.2-24

Page Ref: 42

Answer: a. True

2.2-25. **Destructive nonconformity occurs when a member resists conforming to norms without regard for the best interests of the group and its goals.**

- a. True
- b. False

Difficulty: 1

Question ID: 02.2-25

Page Ref: 42

Answer: a. True

- 2.2-26. **Members who engage in disruptive or nonconforming behavior should always be confronted about their behavior as soon as possible.**
a. True
b. False
Difficulty: 2
Question ID: 02.2-26
Page Ref: 42
Answer: b. False
- 2.2-27. **When a highly disruptive member prevents a group from achieving its common goals, a group should use the following strategies—in the following order—to deal with the troublesome member: confront, exclude, and accept.**
a. True
b. False
Difficulty: 2
Question ID: 02.2-27
Page Ref: 43
Answer: b. False
- 2.2-28. **You can change group communication norms by changing the way *you* speak during a discussion.**
a. True
b. False
Difficulty: 2
Question ID: 02.2-28
Page Ref: 44
Answer: a. True
- 2.2-29. **In Carl Larson and Frank LaFasto's three-year study of characteristics that explain how and why effective groups develop, they put "a clear and elevated goal" at the top of their list.**
a. True
b. False
Difficulty: 1
Question ID: 02.2-29
Page Ref: 44
Answer: a. True
- 2.2-30. **In Carl Larson and Frank LaFasto's three-year study of characteristics of highly effective groups, "the ability to change group norms" was included in their list of eight key characteristics.**
a. True
b. False
Difficulty: 2
Question ID: 02.2-30
Page Ref: 44-46
Answer: b. False

2.2-31. **Carl Larson and Frank LaFasto describe principled leadership as the ability of leaders to curb their own ego needs in favor of the group's goal.**

- a. True
- b. False

Difficulty: 1

Question ID: 02.2-31

Page Ref: 46

Answer: a. True

TEST BANK CHAPTER 3: GROUP MEMBERSHIP

Multiple Choice

3.1-1. Which of Maslow's Hierarchy of Needs is primarily met when a neighborhood watch group forms to deter crime in the community?

- a. safety
- b. self-actualization
- c. esteem
- d. belongingness
- e. physiological

Difficulty: 1

Question ID: 03.1-01

Page Ref: 54

Answer: a. safety

3.1-2. Which of Maslow's Hierarchy of Needs is primarily met when someone joins an exclusive club or is elected as leader of a prestigious group?

- a. safety
- b. self-actualization
- c. esteem
- d. belongingness
- e. physiological

Difficulty: 2

Question ID: 03.1-02

Page Ref: 54

Answer: c. esteem

3.1-3. According to Maslow's Hierarchy of Needs, in what order do we satisfy the following needs?

- a. safety, self-actualization, esteem, belongingness, physiological
- b. self-actualization, esteem, safety, physiological, belongingness
- c. esteem, physiological, belongingness, self-actualization, safety
- d. belongingness, physiological, safety, self-actualization, esteem
- e. physiological, safety, belongingness, esteem, self-actualization

Difficulty: 2

Question ID: 03.1-03

Page Ref: 54

Answer: e. physiological, safety, belongingness, esteem, self-actualization

3.1-4. According to Schutz's FIRO Theory, a group member who feels accepted by the group is an

- a. ideal social member.
- b. undersocial member.
- c. ideal personal member.
- d. overpersonal member.
- e. underpersonal member.

Difficulty: 2

Question ID: 03.1-04

Page Ref: 55

Answer: a. ideal social member.

3.1-5. **According to Schutz's FIRO Theory, if group members' affection needs are not met, they may become**

- a. undersocial or oversocial members.
- b. abdicrats or autocratics.
- c. ideal personal or ideal social members.
- d. overpersonal or underpersonal members.
- e. undersocial or underpersonal members.

Difficulty: 2

Question ID: 03.1-05

Page Ref: 55, 56-57

Answer: d. overpersonal or underpersonal members.

3.1-6. **Control in a group refers to the**

- a. individual holding an official leadership position.
- b. individual holding an unofficial leadership position.
- c. extent to which members behave as though they know more than everyone else.
- d. extent to which members feel competent, confident, and free to make their own decisions.
- e. extent to which meetings stay on the agenda.

Difficulty: 3

Question ID: 03.1-06

Page Ref: 56

Answer: d. extent to which members feel competent, confident, and free to make their own decisions.

3.1-7. **When a group member exhibits a unique set of skills or behavioral patterns that serve specific functions within the group, that member has assumed a(n)**

_____.

- a. norm
- b. role
- c. autocratic function
- d. abdicate function
- e. leadership function

Difficulty: 2

Question ID: 03.1-07

Page Ref: 57

Answer: b. role

3.1-8. _____ functions describe group members who strive to get along and satisfy one another's needs while pursuing a shared goal.

- a. Self-centered
- b. Task
- c. Maintenance
- d. Participation
- e. All of the above

Difficulty: 1

Question ID: 03.1-08

Page Ref: 58

Answer: c. Maintenance

3.1-9. _____ functions describe negative roles in which individual needs are put ahead of both the group's goal and other members' needs.

- a. Self-centered
- b. Task
- c. Maintenance
- d. Participation
- e. All of the above

Difficulty: 1

Question ID: 03.1-09

Page Ref: 58

Answer: a. Self-centered

3.1-10. "I will check our Affirmative Action Policy and see what it says about. . ." This statement would most likely be made by a group member functioning in which of the following task roles?

- a. information seeker
- b. information giver
- c. opinion seeker
- d. opinion giver
- e. clarifier-summarizer

Difficulty: 1

Question ID: 03.1-10

Page Ref: 58

Answer: a. information seeker

3.1-11. All of the following functions are group task roles EXCEPT

- a. initiator.
- b. compromiser.
- c. clarifier-summarizer.
- d. opinion seeker.
- e. evaluator-critic.

Difficulty: 2

Question ID: 03.1-11

Page Ref: 58, 61

Answer: b. compromiser.

3.1-12. All of the following functions are group maintenance roles EXCEPT

- a. harmonizer.
- b. tension releaser.
- c. gatekeeper.
- d. observer-interpreter.
- e. information giver.

Difficulty: 2

Question ID: 03.1-12

Page Ref: 58, 61

Answer: e. information giver.

3.1-13. **R. Meredith Belvin's Team-Role Theory differs from the older Benne and Sheats's role classifications in that Belvin's roles**

- a. apply to most groups regardless of their goal.
- b. focus on how members interact with one another in a variety of roles.
- c. recognize that group members seek out and perform roles that are most natural to them.
- d. apply to most groups regardless of their context.
- e. include gatekeeper and harmonizer.

Difficulty: 3

Question ID: 03.1-13

Page Ref: 59

Answer: c. recognize that group members seek out and perform roles that are most natural to them.

3.1-14. **According to Belvin's Team-Role Theory, which of the following roles describes a conscientious, methodical person who transforms group decisions into practical actions?**

- a. harmonizer
- b. implementer
- c. shaper
- d. gatekeeper
- e. resource investigator

Difficulty: 2

Question ID: 03.1-14

Page Ref: 59

Answer: b. implementer

3.1-15. **"Maria, we haven't heard from you yet and want to make sure that everyone gets a chance to weigh in on this issue." This statement would most likely be made by a group member functioning in which of the following roles?**

- a. harmonizer
- b. standard monitor
- c. observer-interpreter
- d. gatekeeper
- e. procedural technician

Difficulty: 2

Question ID: 03.1-15

Page Ref: 61

Answer: d. gatekeeper

3.1-16. **"That's fine with me. Just tell me what to do." This statement would most likely be made by a group member functioning in which of the following roles?**

- a. teamworker-follower
- b. deserter
- c. harmonizer
- d. blocker
- e. tension releaser

Difficulty: 2

Question ID: 03.1-16

Page Ref: 61

Answer: a. teamworker-follower

3.1-17. **If a group member says "That's a stupid idea. Think you could come up with anything better?" as a way of intimidating others, asserting authority, and monopolizing discussion, which role is this person demonstrating?**

- a. clown
- b. tension releaser
- c. dominator
- d. recognition seeker
- e. deserter

Difficulty: 1

Question ID: 03.1-17

Page Ref: 61

Answer: c. dominator

3.1-18. _____ refers to the level of fear or anxiety associated with either real or anticipated communication with another person or persons.

- a. Self-concept
- b. Feedback
- c. Communication apprehension
- d. Assertiveness
- e. Confidence

Difficulty: 1

Question ID: 03.1-18

Page Ref: 62

Answer: c. Communication apprehension

3.1-19. **According to McCroskey's research, what percent of the general population experiences very high levels of communication apprehension?**

- a. 10%
- b. 20%
- c. 30%
- d. 40%
- e. 50%

Difficulty: 2

Question ID: 03.1-19

Page Ref: 62

Answer: b. 20%

- 3.1-20. **Which of the following descriptions is likely to be true of highly apprehensive group members compared to low apprehensive members?**
- a. Highly apprehensive members talk more in group discussions.
 - b. Highly apprehensive members are more likely to become group leaders.
 - c. Highly apprehensive members appear more confident.
 - d. Highly apprehensive members assert themselves and their beliefs.
 - e. Highly apprehensive members agree with others rather than voice disagreement.

Difficulty: 2

Question ID: 03.1-20

Page Ref: 64

Answer: e. Highly apprehensive members agree with others rather than voice disagreement.

3.1-21.

Your textbook suggests all of the following strategies for reducing communication apprehension in groups EXCEPT

- a. Realize that everyone experiences communication apprehension.
- b. Be well prepared.
- c. Force yourself to speak as much and as often as you can to a variety of large and small audiences.
- d. Substitute worrisome, irrational thoughts about communicating with more positive thoughts.
- e. Take time to visualize yourself communicating effectively.

Difficulty: 2

Question ID: 03.1-21

Page Ref: 65-66

Answer: c. Force yourself to speak as much and as often as you can to a variety of large and small audiences.

3.1-22.

All of the following are means of providing constructive feedback EXCEPT

- a. Focus on the behaviors rather than the person.
- b. Describe the behavior rather than judging it.
- c. Provide observations rather than assumptions.
- d. Choose an appropriate time and place.
- e. Give feedback to advance your own goals.

Difficulty: 2

Question ID: 03.1-22

Page Ref: 67

Answer: e. Give feedback to advance your own goals.

3.1-23

Cognitive restructuring is an anxiety reduction technique that involves

- a. learning communication skills such as following an agenda, speaking clearly, and becoming more sensitive to feedback.
- b. taking time to visualize yourself communicating effectively.
- c. substituting worrisome, irrational thoughts about communicating with more positive thoughts.
- d. relaxing physically in order to relax your mind.
- e. realizing that you are not the only person who gets nervous when called upon to speak in front of others.

Difficulty: 2**Question ID:** 03.1-23**Page Ref:** 64-65**Answer:** c. substituting worrisome, irrational thoughts about communicating with more positive thoughts.

3.1-24.

Walther's theory of hyperpersonal communication in virtual groups indicates that some members

- a. ask more personal questions of other group members.
- b. ask less personal questions of other group members.
- c. are less confident in mediated settings than in face-to-face settings.
- d. are more confident in mediated settings than face-to-face meetings.
- e. none of the above

Difficulty: 2**Question ID:** 03.1-24**Page Ref:** 65**Answer:** d. are more confident in mediated settings than face-to-face meetings.

3.1-25

Group members with low levels of communication apprehension can help members with high apprehension reduce their level of fear and anxieties about communicating by using all of the following strategies EXCEPT

- a. openly discuss a member's apprehension with the entire group.
- b. provide supportive and constructive feedback.
- c. actively encourage and include anxious members in group discussions.
- d. stop talking.
- e. ask questions that the apprehensive members know how to answer.

Difficulty: 2**Question ID:** 03.1-25**Page Ref:** 67**Answer:** a. openly discuss a member's apprehension with the entire group.

3.1-26

Assertiveness seeks an appropriate balance between

- a. engagement and disengagement.
- b. passivity and aggression.
- c. conformity and nonconformity.
- d. conflict and cohesion.
- e. high apprehension and low apprehension.

Difficulty: 3

Question ID: 03.1-26

Page Ref: 67

Answer: b. passivity and aggression.

3.1-27.

Compulsive talkers tend to

- a. encourage participation by all group members.
- b. feel more inhibited in group settings.
- c. dominate discussions.
- d. experience high levels of communication apprehension.
- e. do all of the above.

Difficulty: 2

Question ID: 03.1-27

Page Ref: 68

Answer: c. dominate discussions.

3.1-28

All of the following are characteristics of passive (nonassertive) group members EXCEPT

- a. They are reluctant to express opinions.
- b. They fear criticism from others.
- c. They feel a greater sense of power.
- d. They may experience high levels of communication apprehension.
- e. They are rarely satisfied with the group experience.

Difficulty: 1

Question ID: 03.1-28

Page Ref: 68

Answer: c. They feel a greater sense of power.

3.1-29

All of the following are characteristics of aggressive group members EXCEPT

- a. They often act in their own self-interest.
- b. They may be critical and combative.
- c. They may become abusive.
- d. They are highly respected.
- e. They are rarely satisfied with the group experience.

Difficulty: 2

Question ID: 03.1-29

Page Ref: 68

Answer: d. They are highly respected.

3.1-30.

All of the following are characteristics of passive-aggressive group members EXCEPT

- a. They undermine others behind their backs.
- b. They rarely exhibit aggressive behaviors.
- c. They usually follow through with promised contributions.
- d. They have little respect for the rights of others.
- e. They usually behave cooperatively.

Difficulty: 2

Question ID: 03.1-30

Page Ref: 68

Answer: c. They usually follow through with promised contributions.

3.1-31.

Mark agrees to take notes during an important meeting at which he disagrees with many group decisions. The group asks him to bring copies of the notes to the next meeting so that everyone has a written record of the discussion and group decisions. At the next meeting, Mark is absent. At the following meeting, he tells everyone that he's still working on the notes and may not have them for awhile.

What sort of behavior does Mark exhibit?

- a. assertiveness
- b. passivity
- c. aggression
- d. passive aggression
- e. passive assertiveness

Difficulty: 3

Question ID: 03.1-31

Page Ref: 68

Answer: d. passive aggression

3.1-32.

Which of the following strategies and skill are effective when you need to and should say "No" to someone?

- a. Use assertive words but passive nonverbal communication.
- b. Don't say "Yes" or "No" until you hear and understand a specific request
- c. Ask permission to say "No" such as "Will you be upset if I don't do this?"
- d. Anticipate the person's request before you hear the question so you can stop him or her from asking.
- e. Avoid saying "No" if the other person won't like your answer.

Difficulty: 3

Question ID: 03.1-32

Page Ref: 70

Answer: b. Don't say "Yes" or "No" until you hear and understand a specific request

True/False

3.2-1. **Maslow's Hierarchy of Needs ranks critical needs in the following order: physiological, safety, belongingness, esteem, and self-actualization.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-01

Page Ref: 53

Answer: a. True

3.2-2. **Maslow's Hierarchy of Needs includes control, inclusion, and affection needs.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-02

Page Ref: 53

Answer: b. False

3.2-3. **Maslow's most basic needs are physiological and safety needs.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-03

Page Ref: 53-54

Answer: a. True

3.2-4. **When people join groups for the personal reward that comes with helping others, they are satisfying Maslow's belongingness need.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-04

Page Ref: 54

Answer: b. False

3.2-5. **Will Schutz's FIRO theory examines the impact of 3 interpersonal needs: the need for inclusion, control, and affection.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-05

Page Ref: 55

Answer: a. True

- 3.2-6. **If Julie confides in and tries to become very close with every group member, she may be exhibiting behavior characteristic of an overpersonal member.**
a. True
b. False
Difficulty: 3
Question ID: 03.2-06
Page Ref: 55,56-57
Answer: a. True
- 3.2-7. **An abdicator is a group member whose control needs are met, who has no problem with power, and who is comfortable giving and taking orders.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-07
Page Ref: 53, 56
Answer: a. True
- 3.2-8. **If Gabe tries to impress others with what and whom he knows and frequently attracts attention to compensate for feelings of inadequacy, he may be exhibiting behavior characteristic of an overpersonal member.**
a. True
b. False
Difficulty: 3
Question ID: 03.2-08
Page Ref: 53, 56
Answer: b. False
- 3.2-9. **You can help satisfy a member's control need by giving that person responsibility for and leadership of a special project or a highly visible and important subcommittee.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-09
Page Ref: 56
Answer: a. True
- 3.2-10. **A member who seeks attention or tries to impress other members may have a strong inclusion need.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-10
Page Ref: 57
Answer: a. True

3.2-11. **Group maintenance roles affect a group's ability to achieve its common goal by focusing on behaviors that help get the job done.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-11

Page Ref: 58

Answer: b. False

3.2-12. **An opinion seeker is fulfilling group maintenance roles.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-12

Page Ref: 58, 60-61

Answer: b. False

3.2-13. **One group member can function effectively in several different roles at the same time.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-13

Page Ref: 58

Answer: a. True

3.2-14. **Benne and Sheats's roles include information seeker, energizer, harmonizer, compromiser, aggressor, and clown.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-14

Page Ref: 58-62

Answer: a. True

3.2-15. **Belvin's team roles include information seeker, energizer, harmonizer, compromiser, aggressor, and clown.**

- a. True
- b. False

Difficulty: 1

Question ID: 03.2-15

Page Ref: 59

Answer: b. False

- 3.2-16. **According to Belvin, a successful coordinator/chair role is filled by a person who is calm, trusting, mature, confident, and decisive.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-16
Page Ref: 59
Answer: a. True
- 3.2-17. **According to Benne and Sheats, the gatekeeper of a group encourages quiet members to speak and talkative members to stop speaking.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-17
Page Ref: 61
Answer: a. True
- 3.2-18. **Communication apprehension occurs only in a public speaking situation.**
a. True
b. False
Difficulty: 1
Question ID: 03.2-18
Page Ref: 62
Answer: b. False
- 3.2-19. **The Personal Report of Communication Apprehension (PRCA) measures a relatively permanent personality type that is unlikely to change significantly unless there is some type of effective intervention or training.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-19
Page Ref: 63
Answer: a. True
- 3.2-20. **As a result of talking less, apprehensive participants are often viewed as less confident, less assertive, and less responsible.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-20
Page Ref: 63
Answer: a. True

- 3.2-21. **Communication apprehension has significant effects on the amount of talk, the content of communication, and the resulting perceptions of other group members.**
a. True
b. False
Difficulty: 1
Question ID: 03.2-21
Page Ref: 64
Answer: a. True
- 3.2-22. **Group members who experience communication apprehension tend to speak less, agree with others rather than voice disagreement, and use more filler phrases such as "well," "you know," and "uh."**
a. True
b. False
Difficulty: 1
Question ID: 03.2-22
Page Ref: 64
Answer: a. True
- 3.2-23. **Richmond and McCroskey report that "almost 50% of the population reports being scared about communicating with a person or group at some point in their lives."**
a. True
b. False
Difficulty: 2
Question ID: 03.2-23
Page Ref: 64
Answer: b. False
- 3.2-24. **Group members who speak more are often better liked than those who speak infrequently and are more likely to become a group's leader.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-24
Page Ref: 64
Answer: a. True
- 3.2-25. **Research has found that some people are more confident when communicating online and in computer-mediated discussions than they are communicating face-to-face with group members.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-25
Page Ref: 65
Answer: a. True

- 3.2-26. **The strategies of cognitive restructuring help highly apprehensive group members communicate more confidently because they teach them important skills for participating in a discussion.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-26
Page Ref: 66
Answer: b. False
- 3.2-27. **There is nothing a group can do to help members who suffer from high levels of communication apprehension.**
a. True
b. False
Difficulty: 1
Question ID: 03.2-27
Page Ref: 66
Answer: b. False
- 3.2-28. **Assertiveness can help raise a group member's level of confidence and reduce communication apprehension.**
a. True
b. False
Difficulty: 1
Question ID: 03.2-28
Page Ref: 67
Answer: a. True
- 3.2-29. **Aggressive communicators ask and answer questions without fear or hostility and stand up for their beliefs even when others disagree.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-29
Page Ref: 67, 68
Answer: b. False
- 3.2-30. **Passive group members are rarely satisfied with their group experiences.**
a. True
b. False
Difficulty: 2
Question ID: 03.2-30
Page Ref: 68
Answer: a. True

3.2-31. **Compulsive talkers try or tend to direct the course of a group's discussion and take charge of the group.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-31

Page Ref: 68

Answer: a. True

3.2-32. **Passive-aggressive group members often get their way by working against or undermining other members behind their backs and by appearing to agree while privately planning an opposite action.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-32

Page Ref: 68-69

Answer: a. True

3.2-33. **Group member effectiveness increases as you move from passivity to assertiveness and then decreases as you move beyond assertiveness into aggressiveness.**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-33

Page Ref: 69

Answer: a. True

3.2-34. **When deciding how to say "No" to someone, make sure your statement is clear, as in "No, I'm not willing to take notes again."**

- a. True
- b. False

Difficulty: 2

Question ID: 03.2-34

Page Ref: 70

Answer: a. True

TEST BANK CHAPTER 4: GROUP DIVERSITY

Multiple Choice

4.1-1. When analyzing and adapting group member diversity, you should consider members'

- a. race.
- b. gender.
- c. age.
- d. sexual orientation.
- e. all of the above

Difficulty: 1

Question ID: 04.1-01

Page Ref: 77-78

Answer: e. all of the above

4.1-2. During the 1990s, _____ were the fastest growing racial/ethnic group.

- a. African Americans
- b. Asian Americans
- c. Hispanic/Latino Americans
- d. European Americans
- e. Native Americans

Difficulty: 2

Question ID: 04.1-02

Page Ref: 77

Answer: c. Hispanic/Latino Americans

4.1-3. Which of the following groups would be considered a co-culture?

- a. American Indian tribes
- b. Hispanic/Latino Americans
- c. Irish Americans
- d. Arab Americans
- e. all of the above

Difficulty: 1

Question ID: 04.1-03

Page Ref: 78

Answer: e. all of the above

4.1-4. In the homogeneous ↔ heterogeneous group dialectic, homogeneous refers to

- a. a group composed of members who are different from one another.
- b. a group composed of members who are the same or similar.
- c. a group with a mixed sexual orientation.
- d. a group of men.
- e. a group of women.

Difficulty: 2

Question ID: 04.1-04

Page Ref: 78

Answer: b. a group composed of members who are the same or similar.

4.1-5. **According to your textbook, there are 3 levels of diversity in every group. Which of the following dimensions characterize the third (external) dimension?**

- a. personality dimensions
- b. race, gender, and age
- c. physical characteristics and abilities
- d. education, religion, and income,
- e. sexual orientation

Difficulty: 2

Question ID: 04.1-05

Page Ref: 78, 80

Answer: d. education, religion, and income,

4.1-6. **People who believe that their culture is better than other cultures or that their culture should be the role model for other cultures would be classified as**

- a. ethnocentric.
- b. stereotypical.
- c. prejudiced.
- d. discriminatory.
- e. racist.

Difficulty: 2

Question ID: 04.1-06

Page Ref: 79-80

Answer: a. ethnocentric.

4.1-7. **People who have biased beliefs about group members that are not based on direct experience and firsthand knowledge or have irrational feelings of dislike and even hatred for certain groups would be classified as**

- a. ethnocentric.
- b. stereotypical.
- c. prejudiced.
- d. discriminatory.
- e. racist.

Difficulty: 3

Question ID: 04.1-07

Page Ref: 81

Answer: c. prejudiced.

4.1-8. **All of the following statements are characteristics of people who have prejudices EXCEPT**

- a. They deny opportunities granted to certain groups of people such as employment, equal rights, and housing.
- b. Their beliefs about others are rarely based on extensive experience and firsthand knowledge.
- c. They have irrational feelings or dislike for certain groups.
- d. They justify negative feelings toward members of certain groups.
- e. They have negative attitudes about people that are based on faulty stereotypes.

Difficulty: 3

Question ID: 04.1-08

Page Ref: 81

Answer: a. They deny opportunities granted to certain groups of people such as employment, equal rights, and housing.

4.1-9. **Which of the following traits are included in the Big Five Personality Traits and in the Myers-Briggs Type Indicator?**

- a. extraversion
- b. neuroticism
- c. agreeableness
- d. conscientiousness
- e. openness to experience

Difficulty: 1

Question ID: 04.1-09

Page Ref: 83

Answer: a. extraversion

4.1-10. **In dialectic terms, the opposite or counterpart of a Myers-Briggs judger is**

- a. an extrovert.
- b. an intuitive.
- c. a sensor.
- d. a thinker.
- e. a perceiver.

Difficulty: 2

Question ID: 04.1-10

Page Ref: 85

Answer: e. a perceiver.

4.1-11. **Oscar is very outgoing and tends to talk more than others during group discussions. He enjoys working in the group and encourages others to get involved. Which Myers-Briggs personality trait best describes Jasper?**

- a. thinker
- b. extrovert
- c. feeler
- d. introvert
- e. sensor

Difficulty: 2

Question ID: 04.1-11

Page Ref: 83

Answer: b. extrovert

4.1-12. **Wanda tends to focus on details of the group project. She prefers to concentrate on one task at a time. Of all the group members, Wanda may be the most practical and realistic. Which Myers-Briggs personality trait best describes Wanda?**

- a. sensor
- b. thinker
- c. intuitive
- d. perceiver
- e. feeler

Difficulty: 2

Question ID: 04.1-12

Page Ref: 83-84

Answer: a. sensor

4.1-13. **Kim is people-oriented. She wants everyone in the group to get along. She often spends extra time helping other group members. Which Myers-Briggs personality trait best describes Kim?**

- a. sensor
- b. thinker
- c. intuitive
- d. perceiver
- e. feeler

Difficulty: 1

Question ID: 04.1-13

Page Ref: 85

Answer: e. feeler

4.1-14. **Dennis is always the most organized member of his group. He frequently encourages the group to plan ahead. He develops lengthy "To Do" lists of tasks for the group to follow. Which Myers-Briggs personality trait best describes Dennis?**

- a. sensor
- b. judge
- c. intuitive
- d. perceiver
- e. thinker

Difficulty: 3

Question ID: 04.1-14

Page Ref: 85

Answer: b. judge

4.1-15. **Even when everyone else in the group is upset or confused, Anthony stays cool, calm, and objective. He doesn't mind making tough decisions and can't understand why other group members get upset about things that are not relevant to the issue under discussion. In most situations, Anthony thinks it is more important to be right than liked. Which Myers-Briggs personality trait best describes Anthony?**

- a. extrovert
- b. sensor
- c. intuitive
- d. thinker
- e. perceiver

Difficulty: 2

Question ID: 04.1-15

Page Ref: 85

Answer: d. thinker

4.1-16. **Reggie is highly structured and good at coordinating the group's work and keeping it organized. He never misses a deadline and expects others to do the same. Which Myers-Briggs personality trait best describes Reggie?**

- a. sensor
- b. judge
- c. intuitive
- d. perceiver
- e. thinker

Difficulty: 3

Question ID: 04.1-16

Page Ref: 85

Answer: b. judge

- 4.1-17. **Jason appears to be a very private person. He carefully thinks about what he is going to say before speaking. He enjoys the group but would prefer to work alone. Which Myers-Briggs personality trait best describes Jason?**
- a. extrovert
 - b. introvert
 - c. perceiver
 - d. judge
 - e. none of the above
- Difficulty:** 2
Question ID: 04.1-17
Page Ref: 83, 84
Answer: b. introvert
- 4.1-18. **Which scholar(s) define(s) an intercultural dimension as an aspect of a culture that can be measured relative to other cultures?**
- a. Isabel Briggs Myers and Katherine Briggs
 - b. Geert Hofstede
 - c. Edward Hall
 - d. Myron Lustig and Jolene Koester
 - e. Harry C. Triandis
- Difficulty:** 2
Question ID: 04.1-18
Page Ref: 86
Answer: b. Geert Hofstede
- 4.1-19. **Which of the following cultural dimensions is ranked very high in the United States?**
- a. individualism
 - b. collectivism
 - c. high power distance
 - d. low power distance
 - e. high context
- Difficulty:** 2
Question ID: 04.1-19
Page Ref: 86, 87
Answer: a. individualism
- 4.1-20. **Which of the following groups of countries is the most collectivist?**
- a. Australia, Canada, and New Zealand
 - b. Central and South America
 - c. Italy, Denmark, and Sweden
 - d. the United States and England
 - e. Holland, Belgium, and France
- Difficulty:** 2
Question ID: 04.1-20
Page Ref: 86-88
Answer: b. Central and South America

4.1-21. **Collectivist cultures place greater value on**

- a. uncertainty.
- b. esteem and self-actualization needs.
- c. personal freedom.
- d. collaboration and cooperation.
- e. directness of communication.

Difficulty: 2

Question ID: 04.1-21

Page Ref: 86-88

Answer: d. collaboration and cooperation.

4.1-22. **In high-context cultures, messages are**

- a. implicit.
- b. explicit.
- c. objective.
- d. factual.
- e. all of the above.

Difficulty: 3

Question ID: 04.1-22

Page Ref: 87, 90

Answer: a. implicit.

4.1-23. **In cultures with high uncertainty avoidance, people**

- a. accept change as part of life.
- b. view rules and regulations as restricting and counterproductive.
- c. tolerate nonconformity.
- d. see conflict and competition as natural.
- e. want predictability and clear rules of behavior.

Difficulty: 2

Question ID: 04.1-23

Page Ref: 87, 88-89

Answer: e. want predictability and clear rules of behavior.

4.1-24. **In _____ cultures, people are more dependent on language to express what they mean.**

- a. high power distance
- b. monochronic
- c. low-context
- d. low power distance
- e. high-context

Difficulty: 2

Question ID: 04.1-24

Page Ref: 87, 90

Answer: c. low-context

4.1-25. **More monochronic cultures are in**

- a. Central and South America.
- b. Asia.
- c. southern Africa.
- d. northern Europe and North America.
- e. northern Africa.

Difficulty: 3

Question ID: 04.1-25

Page Ref: 87, 91

Answer: d. northern Europe and North America.

4.1-26. **Which characteristics are common in monochronic time cultures?**

- a. Members like to concentrate on one job before moving to another.
- b. Members are frequently late for appointments.
- c. Members like thinking about several tasks at one time.
- d. Members feel comfortable holding 2 or 3 conversations at the same time.
- e. Relationships are far more important than schedules.

Difficulty: 2

Question ID: 04.1-26

Page Ref: 87, 91

Answer: a. Members like to concentrate on one job before moving to another.

4.1-27. **In cultures with masculine values,**

- a. men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with the quality of life.
- b. men are supposed to focus on material success.
- c. women are supposed to be modest and tender.
- d. women are supposed to be more concerned with the quality of life.
- e. all of the above are true

Difficulty: 1

Question ID: 04.1-27

Page Ref: 87, 89-90

Answer: e. all of the above are true

4.1-28. **According to Hofstede, the people of Japan, Venezuela, and Italy live in a(n) _____ culture.**

- a. individualistic
- b. high power distance
- c. low power distance
- d. masculine
- e. monochronic

Difficulty: 2

Question ID: 04.1-28

Page Ref: 87, 89-90

Answer: d. masculine

4.1-29. **People who share beliefs such as "It is the duck that squawks that gets shot," or "Seeing is better than hearing," would be characterized as members of a culture.**

- a. individualistic
- b. high-context
- c. polychronic
- d. low-uncertainty
- e. high-power

Difficulty: 3

Question ID: 04.1-29

Page Ref: 87, 90

Answer: b. high-context

4.1-30. **According to Hofstede's dimensions of culture, which country is ranked #1 in terms of masculine values?**

- a. U.S.A.
- b. Japan
- c. Italy
- d. Mexico
- e. Israel

Difficulty: 2

Question ID: 04.1-30

Page Ref: 87, 89-90

Answer: b. Japan

4.1-31. **High uncertainty avoidance is characterized by beliefs that**

- a. uncertainty is a normal feature of life.
- b. assertiveness is a valuable skill.
- c. deviant ideas and behavior should be suppressed.
- d. there should be no more rules than are strictly necessary.
- e. people in positions of power should be compassionate.

Difficulty: 2

Question ID: 04.1-31

Page Ref: 87, 88-89

Answer: c. deviant ideas and behavior should be suppressed.

4.1-32. **Which cultural dimension would be characterized by the following components: (1) subordinates should be consulted; (2) privileges and status symbols are frowned upon; (3) parents treat their children as equals; and (4) teachers expect students to express their opinions in class?**

- a. individualism
- b. collectivism
- c. uncertainty avoidance
- d. low power distance
- e. high power distance

Difficulty: 2

Question ID: 04.1-32

Page Ref: 87, 88

Answer: d. low power distance

4.1-33. **Which of the following statements would be made by someone from a low-context culture?**

- a. I rely on facial expressions to interpret what others mean.
- b. Feelings are a valuable source of information.
- c. I try to maintain harmony in my communication with others.
- d. I like to be accurate, clear, and direct when I talk to others.
- e. I communicate in an indirect fashion.

Difficulty: 2

Question ID: 04.1-33

Page Ref: 87, 90-91

Answer: d. I like to be accurate, clear, and direct when I talk to others.

4.1-34. **In *You Just Don't Understand*, Deborah Tannen's two-world hypothesis concludes that**

- a. men seek status.
- b. women seek connection.
- c. men seek independence.
- d. women seek interdependence.
- e. all of the above are true

Difficulty: 1

Question ID: 04.1-34

Page Ref: 91-92

Answer: e. all of the above are true

4.1-35. **Your textbook urges both men and women to adapt to the opposite sex's way of thinking and making decisions by heeding all of the following recommendations EXCEPT**

- a. Men should not use sarcasm and tell women they're illogical.
- b. Women should not force men to talk about or display their emotions.
- c. Women should ask men what they think rather than what they feel.
- d. Men should listen to what women say but avoid trying to solve their problems for them.
- e. Women should avoid disagreeing and arguing with men.

Difficulty: 2

Question ID: 04.1-35

Page Ref: 93

Answer: e. Women should avoid disagreeing and arguing with men.

4.1-36. **All of the following communication behaviors are discussed in Cheris Kramarae's Muted Group Theory EXCEPT**

- a. Power imbalances affect the quantity and quality of group participation by women as well as the poor and other minorities.
- b. The English language is *manmade*.
- c. Women should avoid challenging men in positions of power.
- d. Women should become more politically active.
- e. Male dominance limits freedom of expression by women, the poor, and other minorities.

Difficulty: 2

Question ID: 04.1-36

Page Ref: 93

Answer: c. Women should avoid challenging men in positions of power.

4.1-37. **Which generation is described as follows: they are confident and have high self-esteem, are collaborators who favor teamwork, and generally like keeping their career options open.**

- a. Traditionalists
- b. Boomers
- c. Generation Xers
- d. Millennials
- e. Builder Generation

Difficulty: 2

Question ID: 04.1-37

Page Ref: 95

Answer: d. Millennials

4.1-38. **Which generation is described as follows: they are workaholics who are willing to challenge the status quo and are politically adept on the job. They believe that they are always right, but are willing to work hard to get what they want.**

- a. Traditionalists
- b. Boomers
- c. Generation Xers
- d. Millenials
- e. Builder Generation

Difficulty: 2

Question ID: 04.1-38

Page Ref: 95

Answer: b. Boomers

4.1-39. **A 2007 study of college students investigating whether men or women talk more found that**

- a. it was impossible to determine which gender talked the most.
- b. the number of words uttered by men and women are about the same.
- c. generally, men talk more than women.
- d. generally, women talk more than men.
- e. men talk more with their parents and in situations where the topic of conversation requires disclosure of feelings.

Difficulty: 2

Question ID: 04.1-39

Page Ref: 94

Answer: c. generally, men talk more than women.

4.1-40. **All of the following statements about religion are true EXCEPT**

- a. Mormonism is a Christian faith founded in the United States.
- b. 1/3 of the world's population is Christian.
- c. 1/2 of the world's population is Muslim.
- d. Islam is a monotheistic religion (belief in one God) just like Christianity and Judaism.
- e. Roman Catholics throughout the world outnumber all other Christians combined.

Difficulty: 2

Question ID: 04.1-40

Page Ref: 97

Answer: c. 1/2 of the world's population is Muslim.

4.1-41. **Which of the following religions is the oldest?**

- a. Catholicism
- b. Islam
- c. Judaism
- d. Buddhism
- e. Christianity

Difficulty: 2

Question ID: 04.1-41

Page Ref: 97

Answer: c. Judaism

True/False

4.2-1. **During the 1990s, the African American population increased 58%, and the European American population increased 48%.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-01

Page Ref: 77

Answer: b. False

4.2-2. **A culture is a learned set of shared interpretations about beliefs, values, and norms which affect the behaviors of a relatively large group of people.**

- a. True
- b. False

Difficulty: 1

Question ID: 04.2-02

Page Ref: 77-78

Answer: a. True

4.2-3. **American Indian tribes, African Americans, Hispanic/Latino Americans, Asian Americans, Arab Americans, Irish Americans, and members of large and small religious groups are all examples of co-cultures.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-03

Page Ref: 77-78

Answer: a. True

4.2-4. **The second layer of diversity depicted in your textbook represents internal dimensions over which you have no control such as religion, marital status, and educational background.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-04

Page Ref: 78

Answer: b. False

4.2-5. **4 barriers to working in diverse groups are ethnocentrism, stereotyping, prejudice, and discrimination.**

- a. True
- b. False

Difficulty: 1

Question ID: 04.2-05

Page Ref: 79

Answer: a. True

4.2-6. **A study of college students in the 1990s found that African Americans were stereotyped as lazy and loud, and Jews were described as shrewd and intelligent.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-06

Page Ref: 81

Answer: a. True

4.2-7. **Ethnocentrism is a generalization about a group of people that oversimplifies their characteristics.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-07

Page Ref: 80-81

Answer: b. False

- 4.2-8. **Discrimination describes how we act out and express prejudices.**
a. True
b. False
Difficulty: 1
Question ID: 04.2-08
Page Ref: 81
Answer: a. True
- 4.2-9. **Stereotypes often lead to prejudices.**
a. True
b. False
Difficulty: 1
Question ID: 04.2-09
Page Ref: 81
Answer: a. True
- 4.2-10. **Prejudices are based on extensive and direct experience as well as personal, firsthand knowledge about a group of people.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-10
Page Ref: 81
Answer: b. False
- 4.2-11. **Scott Page, a political scientist at the University of Michigan, concludes that "intelligence alone is the most important factor in guaranteeing a group different perspectives on a problem."**
a. True
b. False
Difficulty: 2
Question ID: 04.2-11
Page Ref: 82
Answer: b. False
- 4.2-12. **The Myers-Briggs Type Indicator looks at the different ways in which people prefer to use their minds: specifically, the way they perceive and the way they make judgments.**
a. True
b. False
Difficulty: 1
Question ID: 04.2-12
Page Ref: 82
Answer: a. True

- 4.2-13. **In group discussions, introverts find it hard to both absorb all the information and formulate an opinion about it.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-13
Page Ref: 84
Answer: a. True
- 4.2-14. **According to the Myers-Briggs Type Indicator, sensor is the opposite personality trait preference of intuitive.**
a. True
b. False
Difficulty: 3
Question ID: 04.2-14
Page Ref: 84
Answer: a. True
- 4.2-15. **Sensor personalities in the Myers-Briggs typology prefer to deal with details.**
a. True
b. False
Difficulty: 1
Question ID: 04.2-15
Page Ref: 84
Answer: a. True
- 4.2-16. **According to the Myers-Briggs Type Indicator, perceivers value flexibility, dislike deadlines, and often do their work at the last minute.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-16
Page Ref: 85
Answer: a. True
- 4.2-17. **The ideal group would be composed of members who represent the Myers-Briggs personality type of extroverted thinker.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-17
Page Ref: 86
Answer: b. False

4.2-18. **Edward Hall's work on cultural differences identifies 2 dimensions that characterize cultural groups: uncertainty avoidance and masculine-feminine values.**

- a. True
- b. False

Difficulty: 3

Question ID: 04.2-18

Page Ref: 86

Answer: b. False

4.2-19. **4 of Geert Hofstede's cultural dimensions are individualism-collectivism, power distance, uncertainty avoidance, and masculine-feminine values.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-19

Page Ref: 86

Answer: a. True

4.2-20. **To someone from a collectivist culture, a U.S. communicator's style and behavior may be viewed as selfish, arrogant, antagonistic, power-hungry, ruthless, and impatient.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-20

Page Ref: 86-88

Answer: a. True

4.2-21. **In collectivist cultures, there is greater readiness to cooperate with group members.**

- a. True
- b. False

Difficulty: 1

Question ID: 04.2-21

Page Ref: 86-88

Answer: a. True

4.2-22. **About 70% of the world's population regards independence and individualism as a more important value than collectivism.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-22

Page Ref: 86

Answer: b. False

- 4.2-23. **Low power distance cultures include those in Israel, New Zealand, and Denmark.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-23
Page Ref: 87
Answer: a. True
- 4.2-24. **In low power distance cultures, members accept major differences in power as normal, assuming that all people are not created equal.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-24
Page Ref: 88
Answer: b. False
- 4.2-25. **The way in which Japanese people bow to one another in a face-to-face greeting demonstrates how the culture expresses power distance.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-25
Page Ref: 88
Answer: a. True
- 4.2-26. **Group members with more feminine cultural values may be highly effective and supportive but are less likely to achieve a real voice or influence in group decision making or leadership.**
- a. True
b. False
- Difficulty:** 1
Question ID: 04.2-26
Page Ref: 90
Answer: a. True
- 4.2-27. **Members of a high-context culture tend to speak more, speak louder, and speak more rapidly than people from a low-context culture.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-27
Page Ref: 87, 90
Answer: b. False

- 4.2-28. **Germans represent people from a low-context culture.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-28
Page Ref: 87
Answer: a. True
- 4.2-29. **Polychronic time people are frequently late for appointments or may not show up at all.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-29
Page Ref: 87, 91
Answer: a. True
- 4.2-30. **People in polychronic cultures usually adhere to plans, schedules, and deadlines because time is valuable.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-30
Page Ref: 87, 91
Answer: b. False
- 4.2-31. **People from low-context cultures may prefer more information-rich technologies (such as videoconferences), as well as those that offer the feeling of social presence.**
- a. True
b. False
- Difficulty:** 3
Question ID: 04.2-31
Page Ref: 90
Answer: b. False
- 4.2-32. **Books such as *Men Are from Mars, Women Are from Venus* have perpetuated stereotypes that cause harm to both men and women, including women's opportunities in the workplace, couple conflict and communication, and self-esteem problems among teenagers.**
- a. True
b. False
- Difficulty:** 2
Question ID: 04.2-32
Page Ref: 91
Answer: a. True

- 4.2-33. **Research in group communication claims that some female members feel undervalued or invisible when working with male group members.**
a. True
b. False
Difficulty: 1
Question ID: 04.2-33
Page Ref: 91
Answer: a. True
- 4.2-34. **In light of Myers-Briggs personality traits, women will be more successful in groups if they do not use sarcasm with male members or tell them that they're illogical.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-34
Page Ref: 92-93
Answer: b. False
- 4.2-35. **In light of Myers-Briggs personality traits, women may be more effective by asking men what they think rather than what they feel.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-35
Page Ref: 92
Answer: a. True
- 4.2-36. **Cheris Kramarae's Muted Group Theory claims that those with power in a society "mute" the voices of women, the poor, and other minority groups.**
a. True
b. False
Difficulty: 1
Question ID: 04.2-36
Page Ref: 93
Answer: a. True
- 4.2-37. **In general, women talk more than men do.**
a. True
b. False
Difficulty: 2
Question ID: 04.2-37
Page Ref: 94
Answer: b. False

4.2-38. **Generation Xers or the Generation X are confident and have high self-esteem. They like to collaborate and favor teamwork.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-38

Page Ref: 95

Answer: b. False

4.2-39. **Baby Boomers—the workaholic generation—are often adept when it comes to navigating political minefields in the workplace.**

- a. True
- b. False

Difficulty: 1

Question ID: 04.2-39

Page Ref: 95

Answer: a. True

4.2-40. **Religious literacy requires the ability to understand and use the religious terms, symbols, images, beliefs, practices, scripture, heroes, themes, and stories that are employed in American public life.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-40

Page Ref: 97

Answer: a. True

4.2-41. **Islam is older than Judaism.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-41

Page Ref: 97

Answer: b. False

4.2-42. **Members of the Christian Scientist religious group believe that disease is a delusion of the carnal mind that can be cured by prayer.**

- a. True
- b. False

Difficulty: 2

Question ID: 04.2-42

Page Ref: 97

Answer: a. True

TEST BANK CHAPTER 5: LEADERSHIP IN GROUPS**Multiple Choice**

- 5.1-1. At the end of every month, a sales manager offers a cash bonus to the most successful salesperson. What type of power is this leader using?

- a. informational power
- b. coercive power
- c. reward power
- d. legitimate power
- e. expert power

Difficulty: 1

Question ID: 05.1-01

Page Ref: 110

Answer: c. reward power

- 5.1-2. A supervisor threatens to dismiss any member of the sales team who does not meet the sales quota by the end of the quarter. What type of power is this leader using?

- a. referent power
- b. coercive power
- c. reward power
- d. legitimate power
- e. expert power

Difficulty: 2

Question ID: 05.1-02

Page Ref: 110

Answer: b. coercive power

- 5.1-3. You have been promoted to a management position at work. You expect employees to fulfill your requests because you are the boss. What type of power is this?

- a. referent power
- b. coercive power
- c. reward power
- d. legitimate power
- e. charismatic power

Difficulty: 2

Question ID: 05.1-03

Page Ref: 110

Answer: d. legitimate power

- 5.1-4. Dianna has been elected as leader of the research group because she has published more than any other team member on the research topic. What type of power is this?

- a. referent power
- b. coercive power
- c. informational power
- d. legitimate power
- e. reward power

Difficulty: 2

Question ID: 05.1-04

Page Ref: 110

Answer: c. informational power

5.1-5. **Which category of power is operating when a group member nominates someone as a leader by saying, "I recommend that Romero be appointed chair of the building committee given his extensive experience as a successful contractor"?**

- a. referent power
- b. persuasive power
- c. reward power
- d. legitimate power
- e. expert power

Difficulty: 1

Question ID: 05.1-05

Page Ref: 110

Answer: e. expert power

5.1-6. **Your group has chosen Madeleine as its leader because she has demonstrated strong organizational and problem-solving skills as well as a talent for motivating members and resolving conflict. What type of power does Madeleine have?**

- a. referent power
- b. coercive power
- c. informational power
- d. legitimate power
- e. expert power

Difficulty: 2

Question ID: 05.1-06

Page Ref: 110-111

Answer: a. referent power

5.1-7. **The Center for Business Ethics at Bentley College poses all of the following questions to help leaders decide whether their behavior is ethical EXCEPT**

- a. Do you avoid expressing your own opinions to make sure that they do not influence how group members think and act?
- b. Are you fair when dealing with group members?
- c. Do you conform to universally accepted principles of what is right?
- d. Do your decisions or actions "smell" suspicious or bad?
- e. Do you try to do the greatest good for the greatest number of people?

Difficulty: 3

Question ID: 05.1-07

Page Ref: 112

Answer: a. Do you avoid expressing your own opinions to make sure that they do not influence how group members think and act?

5.1-8. **When designated leaders are "plucked from a group in order to lead," they should**

- a. start out by making strong decisions to solve problems.
- b. avoid discussing their leadership concerns with group members until they have established referent power.
- c. dramatically change their behavior with members who were once their friends and colleagues in the group.
- d. begin by using reward and coercive power to establish their new position.
- e. discuss ground rules for interaction while assuring group members of continued friendship.

Difficulty: 3

Question ID: 05.1-08

Page Ref: 113

Answer: e. discuss ground rules for interaction while assuring group members of continued friendship.

5.1-9. **All of the following behaviors are recommended strategies for becoming an emergent group leader EXCEPT**

- a. Talk early.
- b. Talk often.
- c. Know more about important topics.
- d. Avoid expressing your own opinion.
- e. Volunteer for meaningful roles.

Difficulty: 2

Question ID: 05.1-09

Page Ref: 113-114

Answer: d. Avoid expressing your own opinion.

5.1-10. **Trait Leadership Theory, also known as the "Great Man" theory, contends that**

- a. democratic leaders are always best.
- b. charismatic leaders are always best.
- c. leaders are born, not made.
- d. leaders are made, not born.
- e. women cannot be effective leaders.

Difficulty: 3

Question ID: 05.1-10

Page Ref: 115

Answer: c. leaders are born, not made.

- 5.1-11. **Vu tries to maintain strict control over the Spring Festival Planning Committee. He insists on determining the direction and outcome of the committee's discussion. According to Styles Leadership Theory, which leadership style is Vu using?**
- a. democratic
 - b. autocratic
 - c. situational
 - d. laissez-faire
 - e. functional
- Difficulty:** 2
Question ID: 05.1-11
Page Ref: 116-117
Answer: b. autocratic
- 5.1-12. **As chairperson of the PTA's election committee, Vicky believes in practicing social equality. She shares decision making with the group. According to Styles Leadership Theory, which leadership style is Vicky using?**
- a. democratic
 - b. autocratic
 - c. situational
 - d. laissez-faire
 - e. functional
- Difficulty:** 1
Question ID: 05.1-12
Page Ref: 117
Answer: a. democratic
- 5.1-13. **Even though Wayne is chairperson of the finance committee, he does little or nothing to help the group. He tends to let the group take charge of its decisions and actions. Which leadership style is Wayne using?**
- a. democratic
 - b. autocratic
 - c. situational
 - d. laissez-faire
 - e. functional
- Difficulty:** 1
Question ID: 05.1-13
Page Ref: 116-117
Answer: d. laissez-faire
- 5.1-14. **Autocratic leaders**
- a. are always counterproductive.
 - b. make many of the group's decisions.
 - c. expect followers to obey orders.
 - d. Both a and b.
 - e. Both b and c.
- Difficulty:** 2
Question ID: 05.1-14
Page Ref: 116-117
Answer: e. Both b and c.

5.1-15. **Laissez-faire leaders**

- a. let the group take charge of decisions and actions.
- b. work well in mature and highly productive groups.
- c. may generate a climate of open communication.
- d. both a and b
- e. all of the above

Difficulty: 2

Question ID: 05.1-15

Page Ref: 116-117

Answer: e. all of the above

5.1-16. **Which theory of leadership explains how leaders can become more effective once they have carefully analyzed themselves, their groups, and the circumstances in which they must lead?**

- a. trait theory
- b. style theory
- c. situational theory
- d. functional theory
- e. transformational theory

Difficulty: 2

Question ID: 05.1-16

Page Ref: 117-121

Answer: c. situational theory

5.1-17. **If "task-motivated" describes your leadership style, Fiedler's Contingency Model of Leadership Effectiveness predicts that you will be least successful when**

- a. the group's task is highly structured.
- b. there are poor leader-member relationships.
- c. you have a great deal of reward, coercive, and legitimate power.
- d. you have no power.
- e. you have a moderate degree of power and task structure.

Difficulty: 3

Question ID: 05.1-17

Page Ref: 119-120

Answer: e. you have a moderate degree of power and task structure.

5.1-18. **Fred Fiedler's Contingency Model of Leadership Effectiveness contends that the 3 important dimensions in every leadership situation are**

- a. leader-member relations, task structure, and the leader's amount of power and control.
- b. the leader's style, the leadership situation, and the leader's character.
- c. the leader's charisma, vision, and creativity.
- d. the leader's ability to model leadership behavior, to motivate group members, and to make decisions.
- e. the leader's use of autocratic, democratic, and laissez-faire styles.

Difficulty: 3

Question ID: 05.1-18

Page Ref: 118-120

Answer: a. leader-member relations, task structure, and the leader's amount of power and control.

5.1-19. **Fred Fiedler's Contingency Model of Leadership Effectiveness claims that relationship-motivated leaders**

- a. may ignore task requirements.
- b. may tolerate disruptive behavior by members.
- c. may appear inefficient and weak.
- d. may do the work of other members to avoid asking them to do more.
- e. may do all of the above.

Difficulty: 3

Question ID: 05.1-19

Page Ref: 118-120

Answer: e. may do all of the above.

5.1-20. **According to Fiedler's Contingency Model of Leadership Effectiveness, which of the following situations is the best match for a relationship-motivated leader?**

- a. There are good leader-member relationships, a clear task, and a lot of power.
- b. There are poor leader-member relationships, an unclear task, and little power.
- c. There are good leader-member relationships, a moderately clear task, and no legitimate power.
- d. There are moderately good leader-member relationships, a moderately clear task, and a moderate amount of power.
- e. none of the above

Difficulty: 3

Question ID: 05.1-20

Page Ref: 118-120

Answer: d. There are moderately good leader-member relationships, a moderately clear task, and a moderate amount of power.

- 5.1-21. **According to the Hersey-Blanchard Situational Leadership Model, as a group's readiness increases, leaders should move through 4 different leadership behaviors. Which answer depicts the order in which these behaviors usually occur?**
- a. tell, sell, participate, delegate
 - b. participate, delegate, tell, sell
 - c. sell, participate, tell, delegate
 - d. delegate, participate, sell, tell
 - e. tell, delegate, sell, participate
- Difficulty:** 2
Question ID: 05.1-21
Page Ref: 120-121
Answer: a. tell, sell, participate, delegate
- 5.1-22. **According to the Hersey-Blanchard Situational Leadership Model, a leader should try to _____ when group members are able as well as willing and confident.**
- a. tell
 - b. sell
 - c. participate
 - d. delegate
 - e. tell and sell
- Difficulty:** 3
Question ID: 05.1-22
Page Ref: 120-121
Answer: d. delegate
- 5.1-23. **The participating stage in Hersey-Blanchard's Situational Leadership Model is similar to Tuckman's _____ stage of group development.**
- a. forming
 - b. storming
 - c. norming
 - d. performing
 - e. adjourning
- Difficulty:** 3
Question ID: 05.1-23
Page Ref: 120-121
Answer: d. performing
- 5.1-24. **All of the following characteristics distinguish transformational leadership EXCEPT**
- a. experience.
 - b. empowering.
 - c. innovative.
 - d. visionary.
 - e. charismatic.
- Difficulty:** 3
Question ID: 05.1-24
Page Ref: 121-123
Answer: a. experience.

5.1-25. **The 5M Model of Leadership Effectiveness focuses on all of the following interdependent leadership functions EXCEPT**

- a. making decisions.
- b. mediating conflict.
- c. managing group process.
- d. mentoring members.
- e. modeling leadership behavior.

Difficulty: 2

Question ID: 05.1-25

Page Ref: 123

Answer: b. mediating conflict.

5.1-26. **Modeling leadership behavior in the 5M Model of Leadership Effectiveness includes all of the following strategies EXCEPT**

- a. publicly championing your group and its goals.
- b. behaving consistently and assertively.
- c. maintaining control at all times.
- d. praising group members to others outside the group.
- e. demonstrating competence and trustworthiness.

Difficulty: 2

Question ID: 05.1-26

Page Ref: 124

Answer: c. maintaining control at all times.

5.1-27. **According to the 5M Model of Leadership Effectiveness, all of the following items are characteristic of effective decision making by group leaders EXCEPT**

- a. the ability to make timely decisions.
- b. the ability to provide a rationale for decisions.
- c. the ability to identify and make popular decisions.
- d. the willingness to solicit feedback.
- e. the ability to clearly communicate the reasons for a decision to the group.

Difficulty: 2

Question ID: 05.1-27

Page Ref: 123-126

Answer: c. the ability to identify and make popular decisions.

5.1-28. **As the group's leader, Grace makes sure that everyone in her group is committed to the group's common goal. She also helps solve interpersonal problems and conflicts, recognizing outstanding group work. Which of the following leadership functions in the 5M Model of Leadership Effectiveness does Grace's behavior exemplify?**

- a. Modeling leadership behavior
- b. Motivating members
- c. Managing group process
- d. Making decisions
- e. Mentoring members

Difficulty: 2

Question ID: 05.1-28

Page Ref: 124

Answer: b. Motivating members

5.1-29. **Raphael has been assigned the leadership task of managing an office in which most of the employees are young or new to the company. He decides that when problems or setbacks occur, he will not blame the group or its members. Instead, he will use the situation as a teachable moment and make sure that members accept personal responsibility for a problem and its consequences. He will also look for situations in which group members can assume leadership responsibilities. Which of the following leadership functions in the 5M Model of Leadership Effectiveness does Raphael's behavior exemplify?**

- a. Modeling leadership behavior
- b. Motivating members
- c. Managing group process
- d. Making decisions
- e. Mentoring members

Difficulty: 2

Question ID: 05.1-29

Page Ref: 125-126

Answer: e. Mentoring members

5.1-30. **Research verifies all of the following conclusions about women and leadership EXCEPT**

- a. women are less likely to be preselected as leaders.
- b. the same leadership behavior is often evaluated more positively when attributed to a male than a female.
- c. women who act "ladylike" are viewed as much more effective than women who behave like strong male leaders.
- d. women leaders who behave like male leaders are often perceived as unfeminine.
- e. there is only a slight difference in the ways in which men and women lead groups.

Difficulty: 2

Question ID: 05.1-30

Page Ref: 126-127

Answer: c. women who act "ladylike" are viewed as much more effective than women who behave like strong male leaders.

5.1-31. **Jim Collins, author of *Good to Great*, claims that unless you are willing to keep your ego in check for the sake of the group, you won't be an effective leader. In other words, you must seek a balance between**

- a. task and maintenance functions.
- b. professional will and personal humility.
- c. mentoring members and making decisions.
- d. autocratic and democratic leadership.
- e. managing and leading.

Difficulty: 2

Question ID: 05.1-31

Page Ref: 128

Answer: b. professional will and personal humility.

5.1-32. **Members from uncertainty avoidance cultures prefer**

- a. more structure and instructions from a leader.
- b. less structure and fewer instructions from a leader.
- c. more nurturing from a leader.
- d. less nurturing from a leader.
- e. a closer relationship with a leader.

Difficulty: 2

Question ID: 05.1-32

Page Ref: 129

Answer: a. more structure and instructions from a leader.

5.1-33. **A leader who prefers a democratic approach to decision making and leadership may frustrate members who come from a(n) _____ culture.**

- a. uncertainty avoidance
- b. high-context
- c. low-context
- d. low power distance
- e. high power distance

Difficulty: 3

Question ID: 05.1-33

Page Ref: 129

Answer: e. high power distance

True/False

5.2-1. **All groups need leadership.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-01

Page Ref: 108

Answer: a. True

5.2-2. **Whereas managers focus on effectiveness, leaders are concerned with efficiency.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-02

Page Ref: 108

Answer: b. False

5.2-3. **Bennis and Nanus claim that power is the quality without which leaders cannot lead.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-03

Page Ref: 110

Answer: a. True

5.2-4. **Position power includes reward and coercive power whereas personal leadership power includes legitimate and informational power.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-04

Page Ref: 110

Answer: b. False

5.2-5. **Legitimate power is role model power—the ability to influence that arises when one person admires another.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-05

Page Ref: 110

Answer: b. False

5.2-6. **According to researchers, reward, legitimate, and coercive power are less effective than referent and expert power.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-06

Page Ref: 110

Answer: a. True

5.2-7. **Coercive power can be effective when group members are aware of the leader's expectations and are warned in advance about the penalties for failing to comply.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-07

Page Ref: 110

Answer: a. True

5.2-8. **A designated leader is selected by group members or by an outside authority.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-08

Page Ref: 111

Answer: a. True

5.2-9. **According to the Center for Business Ethics, an ethical leader would bypass a competent person in order to promote a less competent relative or close friend.**

- a. True
- b. False

Difficulty: 1

Question ID: 05.2-09

Page Ref: 112

Answer: b. False

5.2-10. **If you want to emerge as the leader of a group, you should talk first and more often than other members.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-10

Page Ref: 113

Answer: a. True

5.2-11. **When someone from within a group is appointed as its leader, the new leader should openly discuss leadership and seek members' help in resolving potential problems.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-11

Page Ref: 113

Answer: a. True

5.2-12. **Traits Leadership Theory assumes that leaders are made, not born.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-12

Page Ref: 115

Answer: b. False

- 5.2-13. **Autocratic leaders may be effective during a serious crisis when there's not enough time to hold a group discussion.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-13
Page Ref: 117
Answer: a. True
- 5.2-14. **According to Styles Leadership Theory, the democratic leadership style is always best.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-14
Page Ref: 117
Answer: b. False
- 5.2-15. **Laissez-faire leaders may have power, but they hesitate to exert their influence on group members and group work.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-15
Page Ref: 117
Answer: a. True
- 5.2-16. **In mature and highly productive groups, a laissez-faire leader may be a good match for the group.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-16
Page Ref: 117
Answer: a. True
- 5.2-17. **Functional Leadership Theory claims that an effective group can have more than one member serving in a leadership role.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-17
Page Ref: 118
Answer: a. True

- 5.2-18. **According to Fiedler's Contingency Model of Leadership Effectiveness, relationship-motivated leaders perform best in extremes—such as when the situation is highly controlled or when it is almost out of control.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-18
Page Ref: 118-120
Answer: b. False
- 5.2-19. **According to Fiedler's Contingency Model of Leadership Effectiveness, task-motivated leaders gain satisfaction from completing a task even if the cost is bad feelings between the leader and group members.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-19
Page Ref: 118
Answer: a. True
- 5.2-20. **Fiedler's Contingency Model of Leadership Effectiveness claims that there are 2 important dimensions to every leadership situation: the level of leader charisma and the level of leader power.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-20
Page Ref: 118
Answer: b. False
- 5.2-21. **According to Hersey and Blanchard, "member readiness" refers to the extent to which members are willing and able to work together.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-21
Page Ref: 120
Answer: a. True
- 5.2-22. **According to Hersey and Blanchard's Situational Leadership Model, a leader should tell a group what to do and closely supervise its work when members are able but not unwilling or insecure.**
a. True
b. False
Difficulty: 3
Question ID: 05.2-22
Page Ref: 121
Answer: b. False

5.2-23. **Hersey and Blanchard's selling stage of leadership is similar to Tuckman's storming stage of group development.**

- a. True
- b. False

Difficulty: 3

Question ID: 05.2-23

Page Ref: 122

Answer: a. True

5.2-24. **Charismatic leaders rely on reward, coercive, and legitimate power.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-24

Page Ref: 121

Answer: b. False

5.2-25. **Transformational leaders help members understand the need for change, both emotionally and intellectually.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-25

Page Ref: 123

Answer: a. True

5.2-26. **The 5M Model of Leadership Effectiveness divides leadership tasks into 5 interdependent leadership functions: (1) Model leadership behavior; (2) Motivate members; (3) Manage the group process; (4) Make decisions; and (5) Mentor members.**

- a. True
- b. False

Difficulty: 2

Question ID: 05.2-26

Page Ref: 123

Answer: a. True

5.2-27. **In the 5M Model of Leadership Effectiveness, leaders Manage group process by organizing and fully preparing for group meetings and work sessions.**

- a. True
- b. False

Difficulty: 1

Question ID: 05.2-27

Page Ref: 124

Answer: a. True

- 5.2-28. **According to the 5M Model of Leadership Effectiveness, effective leaders explain the rationale or reasons for the decisions they make.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-28
Page Ref: 125
Answer: a. True
- 5.2-29. **Women are less likely than men to be preselected as leaders.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-29
Page Ref: 126
Answer: a. True
- 5.2-30. **Multiple leaders are the exception rather than the rule in virtual groups.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-30
Page Ref: 127
Answer: b. False
- 5.2-31. **Research indicates that there are only slight differences in the behavior and style of male and female leaders.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-31
Page Ref: 127-128
Answer: a. True
- 5.2-32. **In his book, *Good to Great*, Jim Collins claims that effective leaders act modestly, do not boast, and shun public glorification.**
a. True
b. False
Difficulty: 3
Question ID: 05.2-32
Page Ref: 128
Answer: a. True

- 5.2-33. **In his book, *Good to Great*, Jim Collins claims that effective leaders do what needs to be done to achieve the group's goal in order to win public fame and fortune.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-33
Page Ref: 128
Answer: b. False
- 5.2-34. **Leaders can motivate members from collectivist cultures by helping members achieve personal goals and high status positions.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-34
Page Ref: 129
Answer: b. False
- 5.2-35. **Group members from uncertainty avoidance cultures want more structure and instruction from a leader.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-35
Page Ref: 129
Answer: a. True
- 5.2-36. **A leader who prefers a democratic approach to decision making may frustrate members who come from high power distance cultures.**
a. True
b. False
Difficulty: 2
Question ID: 05.2-36
Page Ref: 129
Answer: a. True

TEST BANK CHAPTER 6: GROUP MOTIVATION**Multiple Choice**

6.1-1. In order to achieve an optimal group experience, which of the following dialectic tensions should a group negotiate to achieve a both/and resolution?

- a. individual goals ↔ group goals
- b. task dimensions ↔ social dimensions
- c. engagement ↔ disengagement
- d. leadership ↔ followership
- e. all of the above

Difficulty: 2

Question ID: 06.1-01

Page Ref: 138

Answer: e. all of the above

6.1-2. Which of the following group dialectics is MOST applicable in Chapter 6, "Group Motivation"?

- a. conflict ↔ cohesion
- b. conformity ↔ nonconformity
- c. homogeneous ↔ heterogeneous
- d. structure ↔ spontaneity
- e. engaged ↔ disengaged

Difficulty: 2

Question ID: 06.1-02

Page Ref: 138

Answer: e. engaged ↔ disengaged

6.1-3. For the purpose of discussing group motivation, Maslow's 5 needs can be divided into 2 categories: satisfiers and motivators. Which one of the following needs would be classified as a satisfier rather than a motivator?

- a. safety needs
- b. belongingness needs
- c. esteem needs
- d. self-actualization needs
- e. all of the above

Difficulty: 2

Question ID: 06.1-03

Page Ref: 140, 141

Answer: a. safety needs

6.1-4. Which 2 of Maslow's needs would be classified as satisfiers rather than motivators?

- a. physiological and safety needs
- b. safety and belongingness needs
- c. belongingness and esteem needs
- d. esteem needs and self-actualization needs
- e. self-actualization and control needs

Difficulty: 2

Question ID: 06.1-04

Page Ref: 140, 141

Answer: a. physiological and safety needs

6.1-5. **Which of Maslow's needs can a group meet if it deliberately limits its membership to carefully selected, notable individuals?**

- a. physiological needs
- b. safety needs
- c. esteem needs
- d. belongingness needs
- e. self-actualization needs

Difficulty: 2

Question ID: 06.1-05

Page Ref: 140-141

Answer: c. esteem needs

6.1-6. **Which of the following strategies is most likely to motivate group members with strong inclusion needs?**

- a. Spend time with them in social settings.
- b. Tell them how valuable they are to the group.
- c. Make them chair of a subcommittee.
- d. Give them special, individual assignments.
- e. Let them know how much you like them as friends.

Difficulty: 3

Question ID: 06.1-06

Page Ref: 140-141

Answer: b. Tell them how valuable they are to the group.

6.1-7. **Expectancy-Value Theory**

- a. explains that punishments and rewards serve different motivational purposes in groups.
- b. explains why the probability of achieving a goal is as important as the goal itself.
- c. explains why some women have low achievement needs and fear success.
- d. explains why group goals should be shared and visionary.
- e. explains why expectations and values are the same.

Difficulty: 3

Question ID: 06.1-07

Page Ref: 142

Answer: b. explains why the probability of achieving a goal is as important as the goal itself.

6.1-8. **Which theory would explain why even when a goal is highly valued (becoming a billionaire or dancing with the stars), you may not be highly motivated to pursue that goal if the chance of reaching it is very small?**

- a. Goal Theory
- b. Schutz's Theory of Interpersonal Needs
- c. Expectancy Value Theory
- d. Maslow's Hierarchy of Needs
- e. Myers-Briggs Personality Theory

Difficulty: 2

Question ID: 06.1-08

Page Ref: 142

Answer: c. Expectancy Value Theory

6.1-9. **In terms of the 8 basic Myers-Briggs types, which of the following strategies is most likely to motivate an intuitive?**

- a. Allow time for "talking out" ideas.
- b. Encourage visioning, creativity, and brainstorming.
- c. Keep meetings short and relevant.
- d. Keep the time frame open.
- e. Encourage cooperation and harmony.

Difficulty: 2

Question ID: 06.1-09

Page Ref: 143

Answer: b. Encourage visioning, creativity, and brainstorming.

6.1-10. **In terms of the 8 basic Myers-Briggs types, which of the following strategies is most likely to motivate an introvert?**

- a. Provide thinking time before and during discussions.
- b. Request real and practical information.
- c. Encourage debate on substantive issues.
- d. Focus on a variety of alternatives.
- e. Encourage closure on issues.

Difficulty: 2

Question ID: 06.1-10

Page Ref: 143

Answer: a. Provide thinking time before and during discussions.

6.1-11. **Group members' Myers-Briggs types affect their beliefs about and behavior in groups. Which of the following beliefs would be characteristic of a perceiver?**

- a. Groups can waste time, make decisions too quickly, and create more work.
- b. Groups need to gather and use objective facts but often get bogged down in unrealistic discussions.
- c. Groups provide opportunities for cooperation, growth, and friendship.
- d. Groups get work done when they're structured and task focused.
- e. Groups need freedom to examine multiple options during a discussion.

Difficulty: 2

Question ID: 06.1-11

Page Ref: 141-143

Answer: e. Groups need freedom to examine multiple options during a discussion.

6.1-12. **Kenneth Thomas describes 4 categories of intrinsic motivation needed to energize and reinforce work. They are**

- a. inclusion, affection, control, and openness.
- b. meaningfulness, choice, competence, and progress.
- c. achievement, responsibility, recognition, and advancement.
- d. esteem, belongingness, self-actualization, and safety.
- e. motivation, assessment, rewards, and punishment.

Difficulty: 2

Question ID: 06.1-12

Page Ref: 143

Answer: b. meaningfulness, choice, competence, and progress.

6.1-13. **In terms of Thomas's 4 categories of motivators, you can promote a sense of meaningfulness by**

- a. seeking and taking advantage of new opportunities.
- b. recognizing rather than minimizing the value of your skills.
- c. recognizing and celebrating group accomplishments.
- d. developing a group method of tracking and measuring progress.
- e. volunteering for worthwhile group tasks that interest you.

Difficulty: 3

Question ID: 06.1-13

Page Ref: 144-147

Answer: e. volunteering for worthwhile group tasks that interest you.

6.1-14. **Which of the following strategies can help you motivate other members by promoting a sense of choice in your group?**

- a. Express enthusiasm; don't be critical or cynical.
- b. Set high standards for yourself.
- c. Seek and take advantage of new opportunities.
- d. Develop a group method for tracking and measuring progress.
- e. Recognize and celebrate the accomplishments of others.

Difficulty: 2

Question ID: 06.1-14

Page Ref: 145-146

Answer: c. Seek and take advantage of new opportunities.

6.1-15. **Which of the following motivational strategies can help you promote a sense of progress in your group?**

- a. Set high standards for yourself and others.
- b. Recognize and celebrate group accomplishments.
- c. Become well informed about the group's work.
- d. Let members make decisions about how the group does its work.
- e. Encourage members to volunteer for worthy group tasks that interest them.

Difficulty: 2

Question ID: 06.1-15

Page Ref: 147

Answer: b. Recognize and celebrate group accomplishments.

6.1-16. **The most visible symptom of an unmotivated group is**

- a. hostility.
- b. apathy.
- c. resistance.
- d. non-cooperation.
- e. confusion.

Difficulty: 1

Question ID: 06.1-16

Page Ref: 147

Answer: b. apathy.

6.1-17. **Which of the following strategies is NOT an effective tool for motivating virtual groups?**

- a. Schedule a face-to-face meeting.
- b. Let the group create its own agenda.
- c. Ensure that everyone contributes.
- d. Structure the meetings with flexibility.
- e. Inject a degree of humor and fun.

Difficulty: 2

Question ID: 06.1-17

Page Ref: 148

Answer: b. Let the group create its own agenda.

6.1-18. **Controlling feedback**

- a. tells members what to do.
- b. tells members how they are doing.
- c. focuses on group work and how that work contributes to group success.
- d. substitutes "it" statements for "you" statements.
- e. does all of the above.

Difficulty: 2

Question ID: 06.1-18

Page Ref: 149-150

Answer: a. tells members what to do.

6.1-19. **All of the following guidelines can help you use "it" statements to provide informative feedback EXCEPT**

- a. "It" statements avoid using the word "you" when describing individual or group behavior.
- b. "It" statements focus on the task rather than on individual group members.
- c. "It" statements provide your personal opinion about a member of the group.
- d. "It" statements are based on objective information about the group's work.
- e. "It" statements answer the question "How is it going?" rather than "How am I doing?"

Difficulty: 2

Question ID: 06.1-19

Page Ref: 150

Answer: c. "It" statements provide your personal opinion about a member of the group.

6.1-20. **A reprimand can best be described as**

- a. a punishment.
- b. a form of feedback that identifies deficiencies.
- c. an action that should only be taken by the leader.
- d. the last step before expulsion.
- e. a personal attack on the member.

Difficulty: 1

Question ID: 06.1-20

Page Ref: 150

Answer: b. a form of feedback that identifies deficiencies.

6.1-21. **Before reprimanding a group member or a group as a whole, be sure you can answer all of the following questions EXCEPT**

- a. Are you certain you have all the facts concerning the situation?
- b. Are group members aware that rules or standards have been violated?
- c. Will the reprimand benefit the group or be counterproductive?
- d. Were other groups or group members involved in the incident?
- e. Will the reprimand help you achieve your personal goals?

Difficulty: 1

Question ID: 06.1-21

Page Ref: 150

Answer: e. Will the reprimand help you achieve your personal goals?

6.1-22. **Which of the following statements about the value of extrinsic rewards is the most accurate?**

- a. They are granted by supervisors rather than group members.
- b. They satisfy only physical and safety needs.
- c. They motivate group members to work together.
- d. They appeal to members' passions.
- e. They place primary emphasis on the group's goals.

Difficulty: 3

Question ID: 06.1-22

Page Ref: 151-152

Answer: a. They are granted by supervisors rather than group members.

6.1-23. **A survey examining employee turnover found that the chief reason people give for leaving a job is related to**

- a. low salaries.
- b. lack of extrinsic rewards.
- c. annoying colleagues.
- d. the need for praise and recognition.
- e. lack of medical and pension benefits.

Difficulty: 2

Question ID: 06.1-23

Page Ref: 152

Answer: d. the need for praise and recognition.

6.1-24. **Leaders with _____ power are more likely to motivate their members.**

- a. legitimate and reward
- b. referent and persuasive
- c. reward
- d. coercive and charismatic
- e. all of the above types of

Difficulty: 2

Question ID: 06.1-24

Page Ref: 153

Answer: b. referent and persuasive

6.1-25. **The textbook suggests 4 criteria for developing a reward system for groups.**

Which answer reflects those criteria?

- a. fair; equitable; competitive; appropriate
- b. predictable; immediate; consistent; impersonal
- c. universal; compassionate; standard; final
- d. meaningful; choices of options; based on competencies; progressive
- e. intrinsic; extrinsic; material; personal

Difficulty: 2

Question ID: 06.1-25

Page Ref: 152-153

Answer: a. fair; equitable; competitive; appropriate

6.1-26. **The textbook suggests 4 criteria for punishing a group member. Which answer reflects these criteria?**

- a. fair; equitable; competitive; appropriate
- b. predictable; immediate; consistent; impersonal
- c. universal; compassionate; standard; final
- d. meaningful; choices of options; based on competencies; progressive
- e. warnings; reprimands; suspension; dismissal

Difficulty: 2

Question ID: 06.1-26

Page Ref: 157

Answer: b. predictable; immediate; consistent; impersonal

6.1-27. **Which of the following statements is most accurate about using punishment as a motivational tool?**

- a. It does not motivate.
- b. It increases productivity.
- c. It increases group cohesiveness.
- d. It increases group commitment.
- e. It should never be used.

Difficulty: 2

Question ID: 06.1-27

Page Ref: 157

Answer: a. It does not motivate.

6.1-28. **Suppose someone tells your group "If you finish this eighteen-month project on time, I'll send each of you a person thank-you note. " According to your textbook, this reward is not based on well-conceived, objective criteria. In this case, the reward is not**

- a. fair.
- b. equitable.
- c. competitive.
- d. appropriate.
- e. intrinsic.

Difficulty: 2

Question ID: 06.1-28

Page Ref: 152-153

Answer: d. appropriate.

True/False

- 6.2-1. **In order to achieve an optimal group experience, groups must negotiate several dialectic tensions such as engaged ↔ disengaged and task dimensions ↔ social dimensions.**

- a. True
b. False

Difficulty: 2

Question ID: 06.2-01

Page Ref: 138

Answer: a. True

- 6.2-2. **Motivation recognizes and financially compensates group members for work well done.**

- a. True
b. False

Difficulty: 2

Question ID: 06.2-02

Page Ref: 138

Answer: b. False

- 6.2-3. **Maslow's belongingness, esteem, and self-actualization needs are classified as motivators rather than satisfiers.**

- a. True
b. False

Difficulty: 2

Question ID: 06.2-03

Page Ref: 140

Answer: a. True

- 6.2-4. **Money can satisfy deficiency needs, but it will not necessarily motivate a group or its members to work harder or better.**

- a. True
b. False

Difficulty: 1

Question ID: 06.2-04

Page Ref: 140

Answer: a. True

- 6.2-5. **Meeting Maslow's self-actualization needs can motivate group members when they provide prestige, status, and a sense of achievement.**

- a. True
b. False

Difficulty: 2

Question ID: 06.2-05

Page Ref: 140

Answer: b. False

6.2-6. **According to Schutz's FIRO Theory, if you know that some group members have an unmet inclusion need, you can motivate them by asking them to participate more actively and telling them how valuable they are to the group.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-06

Page Ref: 141

Answer: a. True

6.2-7. **Brainstorming often works best in a high-inclusion, low-control atmosphere.**

- a. True
- b. False

Difficulty: 3

Question ID: 06.2-07

Page Ref: 141

Answer: a. True

6.2-8. **In Myers-Briggs terms, thinkers should be thanked for their analysis but also reminded that logical decisions impact real people.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-08

Page Ref: 142-143

Answer: a. True

6.2-9. **In Myers-Briggs terms, you can motivate intuitives by providing a detailed agenda, firm deadlines, and clear standards and expectations for success.**

- a. True
- b. False

Difficulty: 3

Question ID: 06.2-09

Page Ref: 142-143

Answer: b. False

6.2-10. **You can motivate judges by assuring them that they will be given opportunities to reconsider all decisions and make midcourse adjustments whenever needed.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-10

Page Ref: 143

Answer: b. False

- 6.2-11. **Group members from low-context cultures often complain that they never receive praise or rewards when, in fact, they are highly respected and valued by others.**
a. True
b. False
Difficulty: 2
Question ID: 06.2-11
Page Ref: 144
Answer: a. True
- 6.2-12. **Members from polychronic time cultures are motivated in groups that concentrate on a specific task or goal and that meet their deadlines.**
a. True
b. False
Difficulty: 2
Question ID: 06.2-12
Page Ref: 144
Answer: b. False
- 6.2-13. **When groups experience apathy, intrinsic motivators—such as a sense of meaningfulness and progress—are minimal or missing.**
a. True
b. False
Difficulty: 2
Question ID: 06.2-13
Page Ref: 147
Answer: a. True
- 6.2-14. **In order to motivate the members of virtual groups, provide a detailed agenda well in advance of a scheduled meeting, along with any resources and online documents needed for the meeting.**
a. True
b. False
Difficulty: 1
Question ID: 06.2-14
Page Ref: 148
Answer: a. True
- 6.2-15. **In order to motivate members of virtual groups, insist that all members stay online throughout the meeting regardless of the issues being discussed.**
a. True
b. False
Difficulty: 2
Question ID: 06.2-15
Page Ref: 148
Answer: b. False

6.2-16. **Informational feedback tells people what to do whereas controlling feedback tells people how they are doing.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-16

Page Ref: 150

Answer: b. False

6.2-17. **When providing informational feedback to group members, "it" statements focus more on personal traits of individual group members than on the task.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-17

Page Ref: 150

Answer: b. False

6.2-18. **When providing informational feedback to group members, "it" statements avoid using the word "you" when describing individual or group behavior.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-18

Page Ref: 150

Answer: a. True

6.2-19. **Reprimands motivate because they threaten to withhold valued extrinsic rewards.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-19

Page Ref: 150

Answer: b. False

6.2-20. **For the most part, extrinsic rewards do not motivate groups to work together in pursuit of a shared goal.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-20

Page Ref: 151-152

Answer: a. True

6.2-21. **Completing a challenging group project can provide intrinsic rewards.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-21

Page Ref: 152

Answer: a. True

6.2-22. **One study examining employee turnover found that the chief reason people give for leaving a job is the lack of intrinsic rewards.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-22

Page Ref: 152

Answer: a. True

6.2-23. **Groups or leaders with the power to reward members should make sure the rewards are fair, equitable, competitive, and appropriate.**

- a. True
- b. False

Difficulty: 1

Question ID: 06.2-23

Page Ref: 152-153

Answer: a. True

6.2-24. **Leaders with referent and informational power are least likely to motivate their group members.**

- a. True
- b. False

Difficulty: 2

Question ID: 06.2-24

Page Ref: 153

Answer: b. False

6.2-25. **If each group member does not have an equal opportunity to earn rewards, the group may become less productive.**

- a. True
- b. False

Difficulty: 1

Question ID: 06.2-25

Page Ref: 153

Answer: a. True

- 6.2-26. **Researchers have found that high-performing groups participate in a wide variety and frequency of celebrations where recognition and appreciation is expressed.**
a. True
b. False
Difficulty: 1
Question ID: 06.2-26
Page Ref: 154-155
Answer: a. True
- 6.2-27. **The highest-performing managers show more warmth, fondness, and affection towards others than do the bottom 25% of managers.**
a. True
b. False
Difficulty: 2
Question ID: 06.2-27
Page Ref: 155
Answer: a. True
- 6.2-28. **If you and your group decide that someone deserves to be punished, the punishment should be unpredictable, gradual, and personal.**
a. True
b. False
Difficulty: 1
Question ID: 06.2-28
Page Ref: 156
Answer: b. False
- 6.2-29. **Punishment—subjecting members to a penalty or negative consequence—does not motivate.**
a. True
b. False
Difficulty: 2
Question ID: 06.2-29
Page Ref: 156
Answer: a. True

TEST BANK CHAPTER 7: VERBAL AND NONVERBAL COMMUNICATION IN GROUPS

Multiple Choice

- 7.1-1. Which of the following terms is used to describe the personal feelings and emotions connected to the meaning of a word?

- a. bypassing
- b. denotation
- c. connotation
- d. abstract
- e. concrete

Difficulty: 2

Question ID: 07.1-01

Page Ref: 163

Answer: c. connotation

- 7.1-2. Defining a computer as "a programmable electronic device that stores, retrieves, and processes data" represents what type of meaning?

- a. bypassing
- b. denotation
- c. connotation
- d. abstract
- e. jargon

Difficulty: 2

Question ID: 07.1-02

Page Ref: 163-164

Answer: b. denotation

- 7.1-3. If reading or hearing the word "computer" evokes a negative image of an increasingly complex software nightmare that frustrates and infuriates you, what type of meaning is influencing your response to the word?

- a. bypassing
- b. denotation
- c. connotation
- d. concrete
- e. jargon

Difficulty: 2

Question ID: 07.1-03

Page Ref: 163-164

Answer: c. connotation

- 7.1-4. Which of the following is an example of an abstract word?

- a. meeting
- b. table
- c. computer
- d. dictionary
- e. fairness

Difficulty: 2

Question ID: 07.1-04

Page Ref: 164

Answer: e. fairness

7.1-5. **Which of the following words would be considered the most concrete description of a member's behavior?**

- a. disrupts
- b. rude
- c. insensitive
- d. burps
- e. offends

Difficulty: 2

Question ID: 07.1-05

Page Ref: 164

Answer: d. burps

7.1-6. _____ is the means we use to achieve group goals, the stimulus we use to build relationships, and the evidence we use to assess group work.

- a. Connotation
- b. Bypassing
- c. Climate
- d. Team talk
- e. Provisionalism

Difficulty: 2

Question ID: 07.1-06

Page Ref: 164

Answer: d. Team talk

7.1-7. **Which of the following statements illustrates the Social Equality Dimension of team talk?**

- a. "I don't think we should quit until we're finished."
- b. "Hey guys, let's find out where Lee stands on this before we do anything this far out."
- c. "What do you need to know from us to do this?"
- d. "How many of you think that Lee is right?"
- e. "We've always done it this way."

Difficulty: 3

Question ID: 07.1-07

Page Ref: 165

Answer: b. "Hey guys, let's find out where Lee stands on this before we do anything this far out."

7.1-8. **Which of the following statements illustrates the Conflict Management Dimension of team talk?**

- a. "We've finished this in record time."
- b. "Hey guys, let's find out where Lee stands on this before we do anything this far out."
- c. "Could we back up and look at this from a different angle?"
- d. "How many of you think that Lee is right?"
- e. "Does this meet our standard for good work?"

Difficulty: 3

Question ID: 07.1-08

Page Ref: 165

Answer: c. "Could we back up and look at this from a different angle?"

7.1-9. **All of the following communication strategies can help improve a group's team talk EXCEPT**

- a. Express your individual needs.
- b. Use the pronouns "we," "us," and "our."
- c. Listen to dissenters.
- d. Speak in a specific and active voice.
- e. Ask more "what if" questions.

Difficulty: 2

Question ID: 07.1-09

Page Ref: 165

Answer: a. Express your individual needs.

7.1-10. **How should you use team talk to produce a stronger, more cooperative group?**

- a. Encourage group members to express disagreements and listen patiently to dissenters.
- b. Ask more "what if" questions and make fewer "we can't do it" statements.
- c. Ask group members to address you by your first name or nickname.
- d. Speak in a specific and active voice rather than an abstract and passive voice.
- e. all of the above

Difficulty: 2

Question ID: 07.1-10

Page Ref: 164-165

Answer: e. all of the above

7.1-11. **The statement "Let's keep working on this report until we're ready for a dinner break. That way we may not have to meet tomorrow" is an indicator of which team talk dimension?**

- a. identification
- b. interdependence
- c. power differentiation
- d. social distance
- e. negotiation process

Difficulty: 3

Question ID: 07.1-11

Page Ref: 165

Answer: a. identification

7.1-12. **The specialized or technical language of a profession is referred to as**

- a. denotative.
- b. dialects.
- c. concrete.
- d. abstract.
- e. jargon.

Difficulty: 1

Question ID: 07.1-12

Page Ref: 168-169

Answer: e. jargon.

7.1-13. **At a regular study group meeting, one member asks that everyone be able to "summarize the most important information in each chapter." At the next meeting, a group member distributes an outline of the textbook's important concepts but wonders why no one else in the group has made the same effort. This misunderstanding is an example of**

- a. failure to follow the rules of language.
- b. denotation.
- c. failure to interpret nonverbal behavior.
- d. bypassing.
- e. concrete words.

Difficulty: 3

Question ID: 07.1-13

Page Ref: 167-168

Answer: d. bypassing.

7.1-14. **In a section on avoiding abusive language, your textbook suggests that if you take action against others, make sure you *avoid* all forms of verbal abuse EXCEPT**

- a. raising your voice.
- b. swearing.
- c. calling members insulting names.
- d. using sarcasm to wound others.
- e. expressing your personal objections.

Difficulty: 1

Question ID: 07.1-14

Page Ref: 170

Answer: e. expressing your personal objections.

7.1-15. **Researchers such as Deborah Tannen claim that men and women use language differently. Men, she maintains, are more likely to**

- a. use communication to maintain relationships and cooperate with others.
- b. assert their ideas and verbally compete with others.
- c. include qualifiers and tag questions in their sentences.
- d. provide more supporting or explanatory details before getting to the point.
- e. speak tentatively.

Difficulty: 2

Question ID: 07.1-15

Page Ref: 170

Answer: b. assert their ideas and verbally compete with others.

7.1-16. **Which of the following answers represents an accent rather than a dialect?**

- a. Someone from Boston says "cah" rather than car.
- b. Someone from Alabama says "Ah nevah go theyuh."
- c. Someone from Asia says "lice" instead of rice.
- d. People from different states call a carbonated beverage a soda, pop, tonic, or soda pop.
- e. All of the above are accents.

Difficulty: 2

Question ID: 07.1-16

Page Ref: 171

Answer: c. Someone from Asia says "lice" instead of rice.

7.1-17. **In reviewing the research on dialects, Carley Dodd has drawn several conclusions. Which statement is NOT one of Dodd's conclusions?**

- a. People judge others by their speech.
- b. Upward mobility and social aspirations influence whether people change their speech to the accepted norms.
- c. It would be unethical to speak differently at home than you would speak at work.
- d. General American Speech is most accepted by the majority of the American culture.
- e. People should be aware of dialect prejudices and attempt to look beyond the surface.

Difficulty: 2

Question ID: 07.1-17

Page Ref: 171-172

Answer: c. It would be unethical to speak differently at home than you would speak at work.

7.1-18. **The variations in vocabulary, pronunciation, syntax, and style that distinguish speakers from different ethnic groups and geographic areas are referred to as**

- a. denotative differences.
- b. dialects.
- c. codeswitching.
- d. abstract meaning.
- e. jargon.

Difficulty: 2

Question ID: 07.1-18

Page Ref: 171

Answer: b. dialects.

7.1-19. **When African Americans speak one way among white people or in business settings and quite differently at home, they are**

- a. using jargon.
- b. bypassing.
- c. codeswitching.
- d. accenting.
- e. culture-jumping.

Difficulty: 2

Question ID: 07.1-19

Page Ref: 171

Answer: c. codeswitching.

7.1-20. **Research suggests that nonverbal communication accounts for between _____ % of the meaning we communicate to others.**

- a. 20–30
- b. 30–40
- c. 40–50
- d. 50–60
- e. 60–70

Difficulty: 2

Question ID: 07.1-20

Page Ref: 172

Answer: e. 60–70

7.1-21. **Researchers maintain that good-looking people _____ than less attractive people.**

- a. are seen as friendlier
- b. are seen as more credible
- c. make more money
- d. get promoted more often
- e. all of the above

Difficulty: 1

Question ID: 07.1-21

Page Ref: 173

Answer: e. all of the above

7.1-22. **The study of body movement and physical expression is referred to as**

- a. kinesics.
- b. word stress.
- c. proxemics.
- d. territoriality.
- e. polychronic.

Difficulty: 2

Question ID: 07.1-22

Page Ref: 174

Answer: a. kinesics.

7.1-23. **Posture, touch, and gestures are examples of**

- a. territoriality.
- b. intimate distance.
- c. denotation.
- d. polychronics.
- e. kinesics.

Difficulty: 2

Question ID: 07.1-23

Page Ref: 175

Answer: e. kinesics.

7.1-24. **While preparing for a corporate job interview, Richard pays careful attention to selecting appropriate clothing (including the long-sleeved shirt to hide his tattoo), reminding himself to smile and establish eye contact with the person who will be interviewing him, and answering possible questions in a strong, confident voice. What aspect of nonverbal communication has Richard failed to consider?**

- a. appearance
- b. vocal quality
- c. facial expression
- d. body movement
- e. all of the above

Difficulty: 2

Question ID: 07.1-24

Page Ref: 174

Answer: d. body movement

7.1-25. **According to your textbook, task-oriented leaders are attracted to the head of a table, while more socially oriented leaders are likely to sit**

- a. in the middle position at the side of a table.
- b. at the corner of a table in order to avoid sitting at the head of the table.
- c. at various places around the table in order to sit side-by-side with every member.
- d. at the head of the table, just like task-oriented leaders.
- e. next to a task-oriented member who can keep the leader on track.

Difficulty: 2

Question ID: 07.1-25

Page Ref: 175

Answer: a. in the middle position at the side of a table.

7.1-26. **Anthropologist Edward T. Hall identifies 4 zones of interaction used by most North Americans. Which of the following answers is NOT one of Hall's zones?**

- a. intimate distance
- b. personal distance
- c. social distance
- d. business distance
- e. public distance

Difficulty: 2

Question ID: 07.1-26

Page Ref: 177

Answer: d. business distance

7.1-27. **What are the distance parameters most North Americans use when interacting with new acquaintances and strangers?**

- a. 0 to 18 inches
- b. 18 inches to 4 feet
- c. 4 feet to 8 feet
- d. 8 feet to 12 feet
- e. 12 feet to 15 feet

Difficulty: 3

Question ID: 07.1-27

Page Ref: 177

Answer: c. 4 feet to 8 feet

7.1-28. **Members of most well-established groups interact with one another at Hall's**

- a. intimate distance.
- b. personal distance.
- c. social distance.
- d. business distance.
- e. public distance.

Difficulty: 3

Question ID: 07.1-28

Page Ref: 177

Answer: b. personal distance.

7.1-29. **Jack Gibb describes 6 pairs of communication behaviors that influence whether a group's climate is defensive or supportive. Which of the following communication behaviors is the opposite of evaluation?**

- a. control
- b. problem orientation
- c. strategy
- d. superiority
- e. description

Difficulty: 3

Question ID: 07.1-29

Page Ref: 178-179

Answer: e. description

7.1-30. **According to Jack Gibb and his notion of supportive/defensive communication, which communication behavior is the opposite of strategic?**

- a. evaluation
- b. neutral
- c. superiority
- d. empathetic
- e. spontaneous

Difficulty: 2

Question ID: 07.1-30

Page Ref: 178-179

Answer: e. spontaneous

7.1-31. **The statement "That's a stupid way to approach the problem" is an example of which type of response?**

- a. descriptive
- b. evaluative
- c. problem-oriented
- d. strategic
- e. empathetic

Difficulty: 2

Question ID: 07.1-31

Page Ref: 179

Answer: b. evaluative

7.1-32. **Which dimension of a supportive communication climate is evident when group members are flexible, offer ideas, and welcome suggestions from others?**

- a. description
- b. provisionalism
- c. problem control
- d. neutrality
- e. certainty

Difficulty: 3

Question ID: 07.1-32

Page Ref: 179

Answer: b. provisionalism

7.1-33. **After presenting a proposed solution to a group problem, Carlos says "I can't see any other way of solving this that makes sense." Which defensive behavior is exemplified in Carlos's statement?**

- a. certainty
- b. control
- c. evaluation
- d. neutrality
- e. strategy

Difficulty: 2

Question ID: 07.1-33

Page Ref: 179

Answer: a. certainty

7.1-34. **Toby presents a proposed solution to a group problem and says "If it's okay with everyone, I'd like to explain how this solution worked in a group I once belonged to and how we pulled together to make it work. It may help us with this problem." Which supportive behavior is exemplified in Toby's statement?**

- a. description
- b. empathy
- c. equality
- d. provisionalism
- e. spontaneity

Difficulty: 3

Question ID: 07.1-34

Page Ref: 179

Answer: c. equality

7.1-35. **Aisha laughs and smiles when she talks, stands close to other group members in a relaxed posture, and uses direct eye contact. What characteristic of nonverbal communication is she using?**

- a. kinesics
- b. nonverbal immediacy
- c. spontaneity and provisionalism
- d. territoriality
- e. social distance

Difficulty: 2

Question ID: 07.1-35

Page Ref: 180

Answer: b. nonverbal immediacy

7.1-36. **All of the following nonverbal behaviors are characteristics of nonverbal immediacy EXCEPT**

- a. more eye contact.
- b. more touching.
- c. more leaning back.
- d. more relaxed posture.
- e. more laughing and smiling.

Difficulty: 2

Question ID: 07.1-36

Page Ref: 180

Answer: c. more leaning back.

True/False

7.2-1. **Group members' tone of voice, eye contact, and physical proximity can tell you as much or more about their thoughts and feelings than the words they speak.**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-01

Page Ref: 163

Answer: a. True

7.2-2. **African American and Latino members may be more sensitive to the nonverbal components of messages, whereas European Americans may rely on and trust a member's words to convey meaning.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-02

Page Ref: 163

Answer: a. True

7.2-3. **Denotation, rather than connotation, is more likely to influence how we respond to words.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-03

Page Ref: 163-164

Answer: b. False

7.2-4. **Semanticist S. I. Hayakawa refers to "denotation" as "the aura of feelings, pleasant or unpleasant, that surround practically all words."**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-04

Page Ref: 163-164

Answer: b. False

7.2-5. **In connotative language, a word always has only one meaning.**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-05

Page Ref: 163-164

Answer: a. True

7.2-6. **Abstract words refer to ideas or concepts you cannot see or touch, such as dignity, hope, and faith.**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-06

Page Ref: 164

Answer: a. True

7.2-7. **Concrete words refer to specific things you perceive with your senses—things you can see, hear, touch, smell, or taste.**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-07

Page Ref: 164

Answer: a. True

- 7.2-8. Speaking in an active voice ("Our group has completed the report due next week") rather than a passive voice ("The report due next week has been completed by our group") follows a team talk recommendation.
a. True
b. False
Difficulty: 2
Question ID: 07.2-08
Page Ref: 164
Answer: a. True
- 7.2-9. In Donnellon's recommendations for effective team talk, you would use the negotiation strategy to ask "what if" questions, propose solution criteria, and summarize areas of agreement.
a. True
b. False
Difficulty: 2
Question ID: 07.2-09
Page Ref: 165
Answer: a. True
- 7.2-10. The 6 dimensions in Donnellon's team talk include conflict management, negotiation, and identification.
a. True
b. False
Difficulty: 2
Question ID: 07.2-10
Page Ref: 165
Answer: a. True
- 7.2-11. "Hey Fred, try to find out whether Bob will be able to hang out with us after the meeting is over" is an example of the social equality dimension of team talk
a. True
b. False
Difficulty: 3
Question ID: 07.2-11
Page Ref: 165
Answer: a. True
- 7.2-12. "Wouldn't it be great if you submitted a plan based on total group consensus?" is an example of the minimal power differentiation dimensions of team talk.
a. True
b. False
Difficulty: 3
Question ID: 07.2-12
Page Ref: 165
Answer: b. False

- 7.2-13. **Effective group members in positions of power engage in team talk by refraining from talking and interrupting more than others do.**
a. True
b. False
Difficulty: 2
Question ID: 07.2-13
Page Ref: 165
Answer: a. True
- 7.2-14. **Bypassing is the means we use to achieve group goals, the stimulus we use to build group relationships, and the evidence we use to assess group work.**
a. True
b. False
Difficulty: 2
Question ID: 07.2-14
Page Ref: 167-168
Answer: b. False
- 7.2-15. **Effective group members who understand the importance of team talk use "I" language more than they use "you" and "we" language.**
a. True
b. False
Difficulty: 1
Question ID: 07.2-15
Page Ref: 167
Answer: b. False
- 7.2-16. **Group members who look for meaning in the people using words rather than in the words themselves are less likely to bypass or be bypassed.**
a. True
b. False
Difficulty: 2
Question ID: 07.2-16
Page Ref: 168
Answer: a. True
- 7.2-17. **The use of jargon is always counterproductive in communication.**
a. True
b. False
Difficulty: 2
Question ID: 07.2-17
Page Ref: 168
Answer: b. False

7.2-18. **When dealing with a group member who uses abusive language to attack or intimidate others, your textbook suggests asking the person to repeat what he or she has said.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-18

Page Ref: 170

Answer: a. True

7.2-19. **When dealing with a group member who uses abusive language to attack or intimidate others, your textbook recommends using controlling behaviors such as raising your own voice, swearing, or using sarcasm.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-19

Page Ref: 170

Answer: b. False

7.2-20. **Men tend to language that includes tag questions such as "Let's move on to the next item on the agenda. Okay?"**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-20

Page Ref: 170

Answer: b. False

7.2-21. **Male speech is generally characterized as more direct and forceful than female speech.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-21

Page Ref: 170

Answer: a. True

7.2-22. **Dialects are distinct from the commonly accepted form of a particular language.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-22

Page Ref: 171

Answer: a. True

7.2-23. **A dialect is the sound of one language imposed on another.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-23

Page Ref: 171

Answer: b. False

7.2-24. **A consistent finding across several studies is that speakers of Standard American English are judged as more intelligent, ambitious, and successful.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-24

Page Ref: 171

Answer: a. True

7.2-25. **Many middle-class African Americans engage in codeswitching as they speak both Black English and Standard American English.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-25

Page Ref: 171

Answer: a. True

7.2-26. **"Those who know do not speak. Those who speak do not know" is a Chinese proverb that recognizes the power of speech.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-26

Page Ref: 172

Answer: b. False

7.2-27. **Researchers suggest that more than 90% of the meaning generated when interacting with others is conveyed through nonverbal behavior.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-27

Page Ref: 172

Answer: b. False

- 7.2-28. **Good-looking people tend to make more money and get promoted more often than those with average looks.**
a. True
b. False
Difficulty: 1
Question ID: 07.2-28
Page Ref: 173
Answer: a. True
- 7.2-29. **Direct and consistent eye contact is insulting to many North Americans.**
a. True
b. False
Difficulty: 2
Question ID: 07.2-29
Page Ref: 173
Answer: b. False
- 7.2-30. **Emoticons such as J or :-(are very effective substitutes for communicating feelings and emotions in virtual groups.**
a. True
b. False
Difficulty: 2
Question ID: 07.2-30
Page Ref: 174
Answer: b. False
- 7.2-31. **If you slouch in your chair, other group members may interpret your posture as lack of interest or dislike for the group.**
a. True
b. False
Difficulty: 1
Question ID: 07.2-31
Page Ref: 174
Answer: a. True
- 7.2-32. **Touch in groups can result in greater teamwork, solidarity, and sharing among members.**
a. True
b. False
Difficulty: 1
Question ID: 07.2-32
Page Ref: 175
Answer: a. True

- 7.2-33. **A number of studies have demonstrated that group members prefer face-to-face seating for cooperative activities.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-33

Page Ref: 175

Answer: b. False

- 7.2-34. **Members of well-established groups who use Hall's personal zone to communicate with one another will find it difficult to maintain comfortable interaction.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-34

Page Ref: 177

Answer: b. False

- 7.2-35. **We usually use Hall's social distance (4 to 8 feet apart) with new acquaintances and strangers.**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-35

Page Ref: 177

Answer: a. True

- 7.2-36. **Latino, Arab, and Greek group members are usually comfortable with more personal space than a North American.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-36

Page Ref: 178

Answer: b. False

- 7.2-37. **Sociologist Jack Gibb describes a defensive climate as one in which members devote attention to protecting themselves and defeating their perceived opponents.**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-37

Page Ref: 178

Answer: a. True

7.2-38. **There may be times when a group member may need to behave in a way that creates a defensive climate in order to help a group achieve its goal.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-38

Page Ref: 178

Answer: a. True

7.2-39. **The dialectic opposite of the defensive behavior Gibb labels as evaluation is a supportive behavior Gibb labels as description.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-39

Page Ref: 179

Answer: a. True

7.2-40. **A group member engaging in Gibb's supportive behavior labeled empathy might say, "I can't believe he said that to you. No wonder you're upset."**

- a. True
- b. False

Difficulty: 1

Question ID: 07.2-40

Page Ref: 179

Answer: a. True

7.2-41. **According to Jack Gibb's characteristics of supportive and defensive communication climates, control is the opposite of spontaneity.**

- a. True
- b. False

Difficulty: 3

Question ID: 07.2-41

Page Ref: 179

Answer: b. False

7.2-42. **Groups in supportive climates show evidence of nonverbal immediacy.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-42

Page Ref: 180

Answer: a. True

- 7.2-43. **A group member showing nonverbal immediacy would lean back, sit farther away from members, and rarely make eye contact.**

- a. True
- b. False

Difficulty: 2

Question ID: 07.2-43

Page Ref: 180

Answer: b. False

TEST BANK CHAPTER 8: LISTENING IN GROUPS**Multiple Choice**

8.1-1. _____ is the ability to understand, analyze, respect, and respond to the meaning of another person's spoken and nonverbal messages.

- a. Feedback
- b. Listening
- c. Self-centered listening
- d. The Golden Listening Rule
- e. Working memory

Difficulty: 1

Question ID: 08.1-01

Page Ref: 187

Answer: b. Listening

8.1-2. Studies have found that listening occupies _____ of a college student's communicating time.

- a. less than 10%
- b. less than 30%
- c. more than 50%
- d. more than 70%
- e. about 95%

Difficulty: 2

Question ID: 08.1-02

Page Ref: 187

Answer: c. more than 50%

8.1-3. Several studies report that without listening training, most people listen at _____ efficiency.

- a. 15%
- b. 25%
- c. 35%
- d. 45%
- e. 55%

Difficulty: 2

Question ID: 08.1-03

Page Ref: 187

Answer: b. 25%

- 8.1-4. **Unlike working memory theory, short-term memory**
- a. has a large capacity, enabling group members to remember names, numbers, and discussion issues.
 - b. is highly effective for listening to speeches and lectures.
 - c. helps you remember about 7 (plus or minus 2) different items or bits of information at one time.
 - d. allows you to sift through what you've heard to create new meaning.
 - e. does all of the above.
- Difficulty:** 3
Question ID: 08.1-04
Page Ref: 188
Answer: c. helps you remember about 7 (plus or minus 2) different items or bits of information at one time.
- 8.1-5. **Researchers conclude that of the total time most people spend communicating in a given day, they spend about _____ % of that time listening.**
- a. 10–20
 - b. 20–40
 - c. 30–50
 - d. 40–60
 - e. 40–70
- Difficulty:** 2
Question ID: 08.1-05
Page Ref: 190
Answer: e. 40–70
- 8.1-6. **Stephen Covey, author of *The 7 Habits of High Effective People*, uses listening to illustrate the 3 components of an effective habit. According to Covey, which of the following answers is a critical component of an effective listening habit?**
- a. hearing
 - b. desire
 - c. opportunity
 - d. memory
 - e. empathy
- Difficulty:** 2
Question ID: 08.1-06
Page Ref: 191
Answer: b. desire

8.1-7. **Suppose your group suggests having a meeting on Saturday morning. Nicole seems upset. You want to understand how she feels about the proposed meeting. When she explains her concerns, you should focus your efforts on**

- a. analytical listening.
- b. empathic listening.
- c. comprehensive listening.
- d. appreciative listening.
- e. discriminative listening.

Difficulty: 2

Question ID: 08.1-07

Page Ref: 192-194

Answer: b. empathic listening.

8.1-8. **Two committee members make significantly different recommendations for the date and format of the company's annual picnic. Which type of listening will help you decide which suggestion to support?**

- a. analytical listening
- b. empathic listening
- c. comprehensive listening
- d. appreciative listening
- e. discriminative listening

Difficulty: 2

Question ID: 08.1-08

Page Ref: 192-194

Answer: a. analytical listening

8.1-9. **What type of listening is most appropriate when you want to acknowledge a member's effective language skills, use of humor, or skillful presentation of arguments?**

- a. critical listening
- b. empathic listening
- c. comprehensive listening
- d. appreciative listening
- e. discriminative listening

Difficulty: 2

Question ID: 08.1-09

Page Ref: 192-194

Answer: d. appreciative listening

8.1-10. **What type of listening is most appropriate when you want to accurately understand the meaning of group members' spoken and nonverbal messages?**

- a. comprehensive listening
- b. empathic listening
- c. analytical listening
- d. appreciative listening
- e. discriminative listening

Difficulty: 2

Question ID: 08.1-10

Page Ref: 192-194

Answer: a. comprehensive listening

8.1-11. **What type of listening is most appropriate when you want to form appropriate opinions about the content of a message?**

- a. comprehensive listening
- b. empathic listening
- c. analytical listening
- d. appreciative listening
- e. discriminative listening

Difficulty: 2

Question ID: 08.1-11

Page Ref: 192-194

Answer: c. analytical listening

8.1-12. **What type of listening is most appropriate when you want to understand and identify a person's feelings or motives?**

- a. comprehensive listening
- b. empathic listening
- c. analytical listening
- d. appreciative listening
- e. discriminative listening

Difficulty: 2

Question ID: 08.1-12

Page Ref: 192-194

Answer: b. empathic listening

8.1-13. **What type of listening is so essential that it forms the basis for the other 4 types of listening?**

- a. comprehensive listening
- b. empathic listening
- c. analytical listening
- d. appreciative listening
- e. discriminative listening

Difficulty: 2

Question ID: 08.1-13

Page Ref: 192-194

Answer: e. discriminative listening

8.1-14. **You can become a more empathic listener by**

- a. being conscious of your feedback.
- b. focusing on the speaker, not yourself.
- c. avoiding talking about your own experiences and feelings.
- d. monitoring your feedback to show concern.
- e. doing all of the above.

Difficulty: 1

Question ID: 08.1-14

Page Ref: 193

Answer: e. doing all of the above.

8.1-15. **You can become a more effective analytical listener by**

- a. avoiding evaluative reactions.
- b. paying attention to the clarity of a member's words.
- c. maintaining a strong belief in your own position.
- d. evaluating the quality of arguments and evidence.
- e. doing all of the above.

Difficulty: 2

Question ID: 08.1-15

Page Ref: 193

Answer: d. evaluating the quality of arguments and evidence.

8.1-16. **You can become a more effective appreciative listener by**

- a. setting aside time for appreciative listening.
- b. preparing to listen appreciatively.
- c. welcoming opportunities to hear something challenging.
- d. both a and b
- e. all of the above

Difficulty: 2

Question ID: 08.1-16

Page Ref: 194

Answer: e. all of the above

8.1-17. **Task-oriented members tend to be particularly effective at**

- a. comprehensive and analytical listening.
- b. comprehensive and empathic listening.
- c. comprehensive and appreciative listening.
- d. analytical and empathic listening.
- e. analytical and appreciative listening.

Difficulty: 2

Question ID: 08.1-17

Page Ref: 194

Answer: a. comprehensive and analytical listening.

8.1-18. **Maintenance-oriented members tend to be particularly effective at**

- a. empathic and comprehensive listening.
- b. empathic and analytical listening.
- c. empathic and appreciative listening.
- d. comprehensive and analytical listening.
- e. comprehensive and appreciative listening.

Difficulty: 2

Question ID: 08.1-18

Page Ref: 194-195

Answer: c. empathic and appreciative listening.

8.1-19. All of the following behaviors are examples of self-centered listening EXCEPT

- a. listening to evaluate the quality of arguments and evidence used by others.
- b. listening that shows no respect for the opinions of others.
- c. listening for the purpose of criticizing the ideas of others.
- d. listening for personal information that can be used to humiliate or criticize others.
- e. faking listening in order to impress high-status members.

Difficulty: 2

Question ID: 08.1-19

Page Ref: 195

Answer: a. listening to evaluate the quality of arguments and evidence used by others.

8.1-20. All of the following answers describe the strong link between listening skills and successful leadership EXCEPT

- a. Leaders make sure all members comprehend what is said to avoid misunderstandings.
- b. Leaders intervene at the slightest hint of hostility to defuse destructive conflict.
- c. Leaders interrupt members who talk too much to ensure that everyone gets an equal chance to speak and listen.
- d. Leaders ask members what they think and feel rather than guessing what is on their minds.
- e. Leaders do not fake attention.

Difficulty: 3

Question ID: 08.1-20

Page Ref: 195-196

Answer: c. Leaders interrupt members who talk too much to ensure that everyone gets an equal chance to speak and listen.

8.1-21. Good listeners use their extra thought speed productively. They do all of the following EXCEPT

- a. Identify and summarize main ideas.
- b. Pay extra attention to nonverbal behavior.
- c. Analyze arguments.
- d. Assess the relevance of a speaker's comments.
- e. Listen exclusively for specific facts and statistics.

Difficulty: 2

Question ID: 08.1-21

Page Ref: 196

Answer: e. Listen exclusively for specific facts and statistics.

8.1-22. **Identify the negative listening attitude that does not follow the Golden Listening Rule.**

- a. interested
- b. responsible
- c. group-centered
- d. superior
- e. open-minded

Difficulty: 2

Question ID: 08.1-22

Page Ref: 196

Answer: d. superior

8.1-23. **When Ralph Nichols wrote "We must always withhold evaluation until our comprehension is complete," which listening strategy was he describing?**

- a. listen for big ideas
- b. overcome distractions
- c. "listen" to nonverbal behavior
- d. listen before you leap
- e. help your group listen

Difficulty: 2

Question ID: 08.1-23

Page Ref: 197-199

Answer: d. listen before you leap

8.1-24. **Which of the follow listening strategies would you be using if you asked "Am I right in saying that all of us agree to meet on Saturday to finish the project?"**

- a. listen for big ideas
- b. overcome distractions
- c. "listen" to nonverbal behavior
- d. listen before you leap
- e. help your group listen

Difficulty: 2

Question ID: 08.1-24

Page Ref: 197-199

Answer: e. help your group listen

8.1-25. **Which of the following statements is NOT a characteristic of effective paraphrasing?**

- a. It is the ability to restate in new words what a person has said.
- b. It is a form of feedback.
- c. It is the ability to repeat what a person has said.
- d. It usually includes a request for confirmation.
- e. It can be used for many purposes.

Difficulty: 2

Question ID: 08.1-25

Page Ref: 199

Answer: c. It is the ability to repeat what a person has said.

8.1-26. _____ refers to the degree to which you match the importance of and emotions in the speaker's message in your response.

- a. Paraphrasing content
- b. Paraphrasing depth
- c. Paraphrasing meaning
- d. Paraphrasing language
- e. Paraphrasing nonverbal

Difficulty: 2

Question ID: 08.1-26

Page Ref: 200

Answer: b. Paraphrasing depth

8.1-27. Suppose Julia says, "Among all the other things I worry about, I have an important exam coming up and I fear that, given my busy schedule, I won't have enough time to study." Responding with, "You seem to be very upset about doing well on the exam" would be an *inaccurate* paraphrase because

- a. it responds to only one example, instead of responding to Julia's larger problem of coping with a busy schedule.
- b. you are repeating the exact words Julia said.
- c. you have not matched Julia's depth of feeling, given how important this exam is to her future and her hopes of getting a better job.
- d. you add unintended meaning to Julia's statement.
- e. you use language that is too simple to capture Julia's meaning.

Difficulty: 3

Question ID: 08.1-27

Page Ref: 200

Answer: a. it responds to only one example, instead of responding to Julia's larger problem of coping with a busy schedule.

8.1-28. Differences in personality types may affect the way group members listen. Which of the Myers-Briggs personality types may be the best comprehensive listeners in a group?

- a. introverts
- b. extroverts
- c. feelers
- d. judges
- e. all of the above

Difficulty: 2

Question ID: 08.1-28

Page Ref: 201

Answer: a. introverts

8.1-29. **A study of ways in which the college students from different cultures listen concludes that _____ students are less willing and less patient listeners than students from other cultures.**

- a. African
- b. U.S. American
- c. Asian
- d. South American
- e. European

Difficulty: 2

Question ID: 08.1-29

Page Ref: 201

Answer: b. U.S. American

8.1-30. **Your textbook describes the dilemma students face when taking notes during a discussion or in the classroom. Which of the following statements best describes this dilemma?**

- a. Most of us listen at only 25% efficiency.
- b. The value of notes decreases as the volume of your notes increase.
- c. We are not flexible notetakers.
- d. A meeting's minutes or an instructor's handouts are better than the notes taken by a listener.
- e. Effective notetakers take notes in outline form.

Difficulty: 2

Question ID: 08.1-30

Page Ref: 201-202

Answer: b. The value of notes decreases as the volume of your notes increase.

8.1-31. **All of the following questions can help you assess your internal thought processes as you listen EXCEPT**

- a. What are the consequences of saying what I *want* to say?
- b. Have I listened comprehensively?
- c. What do I want to say?
- d. Have I listened appreciatively?
- e. How can I interrupt to comment on what I'm hearing?

Difficulty: 2

Question ID: 08.1-31

Page Ref: 202-203

Answer: e. How can I interrupt to comment on what I'm hearing?

True/False

8.2-1. **Listening is the same thing as hearing.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-01

Page Ref: 187

Answer: b. False

8.2-2. **Listening is our number one communication activity.**

- a. True
- b. False

Difficulty: 1

Question ID: 08.2-02

Page Ref: 187

Answer: a. True

8.2-3. **Effective listeners make themselves listen even when the topic or members' comments are boring.**

- a. True
- b. False

Difficulty: 1

Question ID: 08.2-03

Page Ref: 187

Answer: a. True

8.2-4. **The social pressure to listen is greater in groups than it is in a conversation with just one person.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-04

Page Ref: 187

Answer: b. False

8.2-5. **Your textbook describes a study in which personnel managers identified effective listening as the most important communication skill needed by their employees.**

- a. True
- b. False

Difficulty: 1

Question ID: 08.2-05

Page Ref: 187-188

Answer: a. True

8.2-6. **According to your textbook, people without listening training listen at only 25% efficiency.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-06

Page Ref: 187

Answer: a. True

8.2-7. **Working memory functions to help people remember a series of numbers, words, sentences, or paragraphs immediately after hearing them.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-07

Page Ref: 188

Answer: b. False

8.2-8. **Of the total time we spend communicating, about 20–35% of that time is spent listening.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-08

Page Ref: 190

Answer: b. False

8.2-9. **Of the total time we spend communicating, about 10–20% of that time is spent reading.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-09

Page Ref: 190

Answer: a. True

8.2-10. **Stephen Covey, author of *The 7 Habits of Highly Effective People*, defines a habit as a practice requiring knowledge, skills, and desire.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-10

Page Ref: 191

Answer: a. True

8.2-11. **Discriminative listening reveals prejudices that impair our ability to listen effectively to others.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-11

Page Ref: 191-192

Answer: b. False

8.2-12. **You can enhance listening comprehension by asking good questions during a discussion.**

- a. True
- b. False

Difficulty: 1

Question ID: 08.2-12

Page Ref: 192

Answer: a. True

8.2-13. **Effective comprehensive listeners ask themselves, "Can I accurately identify the main ideas and evidence used to support a group member's claims?"**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-13

Page Ref: 193

Answer: a. True

8.2-14. **Effective analytical listeners ask themselves, "Are group members' claims valid and based on logical reasoning?"**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-14

Page Ref: 193

Answer: a. True

8.2-15. **Evaluating evidence while it is being presented interferes with good listening skills.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-15

Page Ref: 193

Answer: b. False

8.2-16. **Effective empathetic listeners welcome opportunities to hear something new or challenging and pay special attention to the eloquence of a member's words.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-16

Page Ref: 194

Answer: b. False

8.2-17. **Members who excel in task and maintenance roles are often skilled listeners.**

- a. True
- b. False

Difficulty: 1

Question ID: 08.2-17

Page Ref: 194-195

Answer: a. True

8.2-18. **Members who assume self-centered group roles may be excellent listeners.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-18

Page Ref: 195

Answer: a. True

8.2-19. **Effective leaders fake attention when listening to others as a way of showing that they are interested in all members and their comments.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-19

Page Ref: 195-196

Answer: b. False

8.2-20. **Most people can speak much faster than they can think.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-20

Page Ref: 196

Answer: b. False

8.2-21. **Thought speed is the speed (in words per minute) that most people can think compared to the speed at which others can speak.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-21

Page Ref: 196

Answer: a. True

- 8.2-22. **The Golden Listening Rule is: speak unto others as you would have them speak to you.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-22
Page Ref: 196
Answer: b. False
- 8.2-23. **According to your textbook, it may be easier to "listen" to group members in a text-based virtual meeting than in a face-to-face setting.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-23
Page Ref: 197
Answer: a. True
- 8.2-24. **If Will asks, "Could you help me out and summarize your point in a couple of sentences?" he is using the listening strategy referred to as *listen for big ideas*.**
a. True
b. False
Difficulty: 1
Question ID: 08.2-24
Page Ref: 197
Answer: a. True
- 8.2-25. **You can help your group by regularly interrupting a group discussion to remind everyone that it's important to listen well.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-25
Page Ref: 198
Answer: b. False
- 8.2-26. **Active listeners often have higher blood pressure, a higher pulse rate, and perspire more than members who are passive listeners.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-26
Page Ref: 199
Answer: a. True

- 8.2-27. **Paraphrasing is a form of feedback—a listening check—that asks, "Am I right—is this what you mean?"**
a. True
b. False
Difficulty: 1
Question ID: 08.2-27
Page Ref: 199-200
Answer: a. True
- 8.2-28. **According to your textbook, the phrasing of an effective paraphrase can vary in 3 critical ways: knowledge, emotion, and desire.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-28
Page Ref: 200
Answer: b. False
- 8.2-29. **In general, women are more likely to listen to the content of what is said, while men tend to focus on the relationships among speakers.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-29
Page Ref: 201
Answer: b. False
- 8.2-30. **The Myers-Briggs Type Indicator predicts that introverts will be better comprehensive listeners than extroverts.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-30
Page Ref: 201
Answer: a. True
- 8.2-31. **One study concludes that international students see U.S. students as being more willing and more patient as listeners than students from African, Asian, South American, or European cultures.**
a. True
b. False
Difficulty: 2
Question ID: 08.2-31
Page Ref: 201
Answer: b. False

8.2-32. **Ralph Nichols notes that the volume of notes taken increases their value to the note taker.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-32

Page Ref: 201

Answer: b. False

8.2-33. **Good listeners adjust their note-taking system to a group's agenda or impose a note-taking pattern on a disorganized discussion.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-33

Page Ref: 201-202

Answer: a. True

8.2-34. **"Do members seem to be listening to me or do I seem to be talking to a blank wall?" is a question that can help you translate member feedback into useful information about the way you speak.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-34

Page Ref: 202

Answer: a. True

8.2-35. **You can engage in useful self-listening by asking yourself, "What do I really want to say to this member or the group?" and then saying it.**

- a. True
- b. False

Difficulty: 2

Question ID: 08.2-35

Page Ref: 203

Answer: b. False

TEST BANK CHAPTER 9: CONFLICT AND COHESION IN GROUPS**Multiple Choice**

9.1-1. The members of a civic association's committee on community safety disagree on whether to install more expensive street lighting throughout the development. What type of conflict is the group experiencing?

- a. affective
- b. collaborative
- c. substantive
- d. competitive
- e. procedural

Difficulty: 2

Question ID: 09.1-01

Page Ref: 211-212

Answer: c. substantive

9.1-2. The members of a civic association committee charged with addressing safety issues in the community disagree over whether to begin by surveying residents about their safety concerns or to start by consulting local law enforcement for safety suggestions. What type of conflict is the group experiencing?

- a. affective
- b. collaborative
- c. substantive
- d. competitive
- e. procedural

Difficulty: 2

Question ID: 09.1-02

Page Ref: 211-212

Answer: e. procedural

9.1-3. Joe gets angry with Delores during a committee meeting because she interrupts his remarks and suggests that his ideas are a waste of time. What type of conflict is occurring in this situation?

- a. affective
- b. collaborative
- c. substantive
- d. competitive
- e. procedural

Difficulty: 2

Question ID: 09.1-03

Page Ref: 211-212

Answer: a. affective

9.1-4. **Attribution Theory is useful in explaining the sources of group conflict. All of the following answers are examples of how attributions can prompt anger among group members EXCEPT**

- a. What other members do seems abnormal.
- b. What other members do seems unfair.
- c. What other members do seems to constrain what I want to do.
- d. What other members do seems intended to harm me or others.
- e. What other members do seems to reflect member needs.

Difficulty: 3

Question ID: 09.1-04

Page Ref: 214

Answer: e. What other members do seems to reflect member needs.

9.1-5. **Which of the following statements characterizes constructive conflict?**

- a. Members focus on the issues.
- b. Members' contributions are devalued.
- c. Members protect and defend their own ideas.
- d. Members avoid conflict.
- e. Members resist change and try to maintain traditional procedures.

Difficulty: 2

Question ID: 09.1-05

Page Ref: 212, 214-215

Answer: a. Members focus on the issues.

9.1-6. **You can help promote constructive conflict by abiding by all of the following principles EXCEPT**

- a. Disagreement does not result in punishment.
- b. Members encourage tough competition among one another in order to make the best decisions.
- c. Members will work with one another to achieve mutually satisfying resolution of conflicts.
- d. Lower-status members are free to disagree with higher-status members.
- e. the group has an agreed-upon approach for conflict resolution and decision making.

Difficulty: 3

Question ID: 09.1-06

Page Ref: 212, 214-215

Answer: b. Members encourage tough competition among one another in order to make the best decisions.

9.1-7. **Which of the following suggestions can help you apologize to a group when an apology is appropriate?**

- a. Identify member responsibility for problems with "you" statements.
- b. Clearly identify who is to blame for the problem.
- c. Disregard how others might feel as the result of your actions.
- d. Follow through on any promises to correct the situation.
- e. Plead for forgiveness because you have apologized.

Difficulty: 3

Question ID: 09.1-07

Page Ref: 215

Answer: d. Follow through on any promises to correct the situation.

9.1-8. **When a member is more concerned with his or her own goals than meeting the needs of the group, which conflict style is the member using?**

- a. accommodation
- b. collaboration
- c. competition
- d. avoidance
- e. compromise

Difficulty: 2

Question ID: 09.1-08

Page Ref: 216-218

Answer: c. competition

9.1-9. **Which conflict style would be appropriate if the issue is very important to others but is not very important to you; you realize that you are wrong or that you have changed your mind; it is more important to preserve group harmony than resolve the issue?**

- a. accommodation
- b. collaboration
- c. competition
- d. avoidance
- e. compromise

Difficulty: 2

Question ID: 09.1-09

Page Ref: 216-217

Answer: a. accommodation

9.1-10. Some club members want to increase membership dues by \$7.00. Other club members want to increase them by \$3.00. They have reached an impasse on the issue, so they decide to split the difference and raise the dues by \$5.00. What type of conflict style did the group use?

- a. accommodation
- b. collaboration
- c. competition
- d. avoidance
- e. compromise

Difficulty: 2

Question ID: 09.1-10

Page Ref: 216, 218

Answer: e. compromise

9.1-11. Which conflict style has a high concern for group goals and a low concern for the member's personal goals?

- a. accommodation
- b. collaboration
- c. competition
- d. avoidance
- e. compromise

Difficulty: 2

Question ID: 09.1-11

Page Ref: 216-218

Answer: a. accommodation

9.1-12. Family members disagree about where to go for a vacation this year. Some members want a location where there will be a lot to do. Other members just want to relax. They discuss many possible sites before deciding on a cruise. They agree that a cruise offers opportunities for both relaxation and recreation. Which approach to conflict did this family use?

- a. accommodation
- b. collaboration
- c. competition
- d. avoidance
- e. compromise

Difficulty: 3

Question ID: 09.1-12

Page Ref: 216, 218

Answer: b. collaboration

- 9.1-13. **Nang tries to change the subject whenever group members argue. She also refuses to comment on controversial issues. What conflict style does Nang use?**
- a. accommodation
 - b. collaboration
 - c. competition
 - d. avoidance
 - e. compromise
- Difficulty:** 2
Question ID: 09.1-13
Page Ref: 216-217
Answer: d. avoidance
- 9.1-14. **When a member gives in to others at the expense of his or her own goals, what conflict style is the member using?**
- a. collaboration
 - b. compromise
 - c. avoidance
 - d. accommodation
 - e. competition
- Difficulty:** 2
Question ID: 09.1-14
Page Ref: 216-217
Answer: d. accommodation
- 9.1-15. **When a member searches for new solutions that will achieve both the individual goals of group members and the group goals, what conflict style is the member using?**
- a. competition
 - b. avoidance
 - c. collaboration
 - d. accommodation
 - e. compromise
- Difficulty:** 2
Question ID: 09.1-15
Page Ref: 216, 218
Answer: c. collaboration
- 9.1-16. **When a member concedes some goals in order to achieve others, what conflict style is the member using?**
- a. compromise
 - b. collaboration
 - c. avoidance
 - d. accommodation
 - e. competition
- Difficulty:** 2
Question ID: 09.1-16
Page Ref: 216, 218
Answer: a. compromise

9.1-17. **When a member attempts to change the topic, which conflict style is a member using?**

- a. accommodation
- b. avoidance
- c. collaboration
- d. competition
- e. compromise

Difficulty: 1

Question ID: 09.1-17

Page Ref: 216-217

Answer: b. avoidance

9.1-18. **Which dialectic tension is represented in the 5 traditional conflict styles: accommodation, avoidance, collaboration, competition, and compromise?**

- a. reward ↔ punish
- b. reliance on emotions ↔ reliance on reasoning and logic
- c. homogeneous ↔ heterogeneous
- d. concern for personal goals ↔ Concern for group goals
- e. open system ↔ closed system

Difficulty: 3

Question ID: 09.1-18

Page Ref: 216

Answer: d. concern for personal goals ↔ Concern for group goals

9.1-19. **When face-to-face interaction is not convenient or possible, which of the following communication technologies is best suited for groups dealing with conflict?**

- a. audioconferences
- b. videoconferences
- c. bulletin boards
- d. email
- e. text messaging

Difficulty: 1

Question ID: 09.1-19

Page Ref: 219

Answer: b. videoconferences

9.1-20. **Your textbook offers all of the following guidelines for making an effective apology EXCEPT**

- a. Take responsibility for your actions with "I" statements.
- b. Clearly identify the behavior that was wrong.
- c. Explain why your actions are justified.
- d. Acknowledge how others might feel.
- e. Express regret.

Difficulty: 2

Question ID: 09.1-20

Page Ref: 221

Answer: c. Explain why your actions are justified.

9.1-21. **What do the 4Rs stand for in the 4Rs Method of Analyzing a Conflict?**

- a. React, Reply, Reason, Reprimand
- b. Recognize, Reflect, Reconsider, Relate
- c. Reasons, Reactions, Results, Resolution
- d. Resources, Repetitions, Readiness, and Resolution
- e. Recognize, Reflect, Reconsider, Reject

Difficulty: 2

Question ID: 09.1-21

Page Ref: 220-221

Answer: c. Reasons, Reactions, Results, Resolution

9.1-22. **Which of the following is NOT part of the 4R method of Conflict Management?**

- a. Reasons
- b. Reactions
- c. Results
- d. Reinterpretation
- e. Resolution

Difficulty: 2

Question ID: 09.1-22

Page Ref: 220-221

Answer: d. Reinterpretation

9.1-23. **If you assume that group members mean well and you feel free to express your feelings and ideas to others, you are on your way to dealing with conflict using**

- a. the 4Rs Method.
- b. the A-E-I-O-U Model.
- c. negotiation.
- d. mediation.
- e. arbitration.

Difficulty: 2

Question ID: 09.1-23

Page Ref: 221

Answer: b. the A-E-I-O-U Model.

9.1-24. **Which method of conflict resolution employs the services of an impartial third party for the purpose of guiding, coaching, and encouraging the disputants toward agreement?**

- a. arbitration
- b. mediation
- c. negotiation
- d. the 4Rs Method
- e. the A-E-I-O-U Model

Difficulty: 2

Question ID: 09.1-24

Page Ref: 220-223

Answer: b. mediation

9.1-25. **Which of the following conflict management methods is expressed as "We should express our concerns about the conflict and suggest a solution"?**

- a. arbitration
- b. mediation
- c. negotiation
- d. the 4Rs Method
- e. the A-E-I-O-U Model

Difficulty: 2

Question ID: 09.1-25

Page Ref: 220-223

Answer: e. the A-E-I-O-U Model

9.1-26. **Mediation experts Stephen Littlejohn and Kathy Domenici suggest the following strategies for resolving conflict constructively EXCEPT**

- a. Show strength and conviction by supporting your own position.
- b. Speak to be understood rather than win.
- c. Focus on your own perspective rather than criticizing others' behavior.
- d. Explore ideas in new ways.
- e. Recognize that there are many perspectives rather than polarizing a dispute into only 2 points of view.

Difficulty: 1

Question ID: 09.1-26

Page Ref: 224

Answer: a. Show strength and conviction by supporting your own position.

9.1-27. **Which of the following elements in the Harvard Negotiation Project's principled negotiation process asks a group to seek fair standards for resolving a conflict or choosing an option?**

- a. people
- b. interests
- c. options
- d. criteria
- e. goals

Difficulty: 3

Question ID: 09.1-27

Page Ref: 224

Answer: d. criteria

9.1-28. **All of the following behaviors are more characteristic of the ways in which women respond to conflict EXCEPT**

- a. Women are more likely to leave a group that experiences continuous conflict.
- b. Women are more likely to focus on substantive issues than men.
- c. Women are more likely to address conflict privately rather than in front of the entire group.
- d. Women tend to cooperate more than men under ideal conditions.
- e. Women are more likely to avoid conflict than men are.

Difficulty: 2

Question ID: 09.1-28

Page Ref: 224-225

Answer: c. Women are more likely to address conflict privately rather than in front of the entire group.

9.1-29. **When helping group members from collectivist cultures maintain and save "face," you should keep in mind all of the following perspectives about conflict and "face" EXCEPT**

- a. The need to save "face" during a conflict derives from the personal relationships among members.
- b. Conflict resolution requires that "face" issues be mutually managed before discussing other issues.
- c. In individualistic cultures, "saving face" is more important than winning an argument.
- d. Conflict resolution succeeds when group members save "face" and also claim they have "won."
- e. Cultures that place a great deal of value on "saving face" discourage personal attacks.

Difficulty: 3

Question ID: 09.1-29

Page Ref: 225

Answer: c. In individualistic cultures, "saving face" is more important than winning an argument.

9.1-30. **Which of the following statements is characteristic of a cohesive group?**

- a. Members interact with each other less.
- b. Members make a lot of negative statements about the group.
- c. Members want to conform to group expectations.
- d. The group lacks creativity.
- e. none of the above

Difficulty: 2

Question ID: 09.1-30

Page Ref: 225

Answer: c. Members want to conform to group expectations.

9.1-31. **As leader of her group, Mira frequently reminds members that their combined contributions are essential to group success. Which strategy for developing group cohesiveness is Mira using?**

- a. establishing a group identity
- b. establishing group traditions
- c. respecting group members
- d. emphasizing teamwork
- e. recognizing and rewarding contributions

Difficulty: 2

Question ID: 09.1-31

Page Ref: 226

Answer: d. emphasizing teamwork

9.1-32. **Which symptom of groupthink is expressed when one group member confronts another by saying "Why aren't you in favor of this? You're the only one who's against it. Give it up!"?**

- a. rationalization
- b. self-censorship
- c. mindguarding
- d. pressure on dissent
- e. illusion of invulnerability

Difficulty: 2

Question ID: 09.1-32

Page Ref: 227

Answer: d. pressure on dissent

9.1-33. **Which symptom of groupthink is expressed when a group member says "Of course, we're right. We have a perfect safety record, have done this many times, and nothing's gone wrong"?**

- a. morality
- b. stereotyping outsiders
- c. mindguarding
- d. illusion of unanimity
- e. illusions of invulnerability

Difficulty: 2

Question ID: 09.1-33

Page Ref: 2

Answer: e. illusions of invulnerability

9.1-34. **All of the following answers are characteristic of groupthink EXCEPT**

- a. overconfidence.
- b. discounting of warnings.
- c. stereotyping of outsiders.
- d. mindguarding.
- e. critically evaluating options.

Difficulty: 2

Question ID: 09.1-34

Page Ref: 227

Answer: e. critically evaluating options.

- 9.1-35. **All of the following methods are appropriate for minimizing the potential for groupthink EXCEPT**
- Ask each member to serve in the role of critical evaluator.
 - If possible, have more than one group work on the same problem independently.
 - Avoid asking questions and do not demand justifications from others.
 - Discuss the potential negative consequences of any decision or action.
 - Before finalizing the decision, give members a second chance to express doubts.
- Difficulty:** 2
Question ID: 09.1-35
Page Ref: 227
Answer: c. Avoid asking questions and do not demand justifications from others.

True/False

- 9.2-1. **Conflict in groups occurs when members disagree about issues, ideas, decisions, actions, or goals.**
- True
 - False
- Difficulty:** 1
Question ID: 09.2-01
Page Ref: 211
Answer: a. True
- 9.2-2. **Substantive conflict in groups can improve group problem solving, promote cohesiveness, increase group knowledge, enhance creativity, and help members achieve the group's common goal.**
- True
 - False
- Difficulty:** 2
Question ID: 09.2-02
Page Ref: 211
Answer: a. True
- 9.2-3. **Conflict in groups is destructive and should be avoided if at all possible.**
- True
 - False
- Difficulty:** 2
Question ID: 09.2-03
Page Ref: 211
Answer: b. False
- 9.2-4. **When members disagree about issues, ideas, decisions, actions, or goals, substantive, affective, and procedural conflicts are likely to arise.**
- True
 - False
- Difficulty:** 2
Question ID: 09.2-04
Page Ref: 211-212
Answer: b. False

- 9.2-5. **When a group cannot negotiate a *both/and* approach to the individual goal ↔ group goal dialectic, hidden agendas are likely to result.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-05
Page Ref: 212
Answer: a. True
- 9.2-6. **"She acted that way because she doesn't like me and doesn't want our group to succeed" could be a conclusion explained by the principles in Attribution Theory.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-06
Page Ref: 214
Answer: a. True
- 9.2-7. **In groups that engage in constructive conflict, disagreement is not punished and low-status members are free to challenge higher-status group members.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-07
Page Ref: 212, 214-215
Answer: a. True
- 9.2-8. **Constructive conflict is characterized by competition and conflict avoidance.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-08
Page Ref: 215
Answer: b. False
- 9.2-9. **Once a group member apologizes for a hurtful comment or a harmful action, that member should demand forgiveness from other group members.**
a. True
b. False
Difficulty: 1
Question ID: 09.2-09
Page Ref: 215
Answer: b. False

- 9.2-10. **The 5 traditional conflict styles reflect a dialectic tension of leadership ↔ followership as well as engaged ↔ disengaged.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-10
Page Ref: 216
Answer: b. False
- 9.2-11. **All 5 of the traditional conflict styles reflect 2 factors: concern for individual goals and concern for group goals.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-11
Page Ref: 216
Answer: a. True
- 9.2-12. **Avoidance is the most useful and safest conflict style.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-12
Page Ref: 216-217
Answer: b. False
- 9.2-13. **When an issue is not very important to you but very important to other group members, an accommodation conflict style may be appropriate.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-13
Page Ref: 217
Answer: a. True
- 9.2-14. **When you have strong beliefs about an issue and believe that the group may be acting unethically or illegally, a compromise conflict style may be the most appropriate.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-14
Page Ref: 217-218
Answer: b. False

- 9.2-15. **The competitive conflict style reflects a high concern for self and a low concern for the group.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-15
Page Ref: 216, 218
Answer: a. True
- 9.2-16. **The collaborative conflict style searches for new solutions that achieve *both* the goals of individual members *and* the goals of the group.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-16
Page Ref: 218
Answer: a. True
- 9.2-17. **The collaborative approach to conflict works best in all situations.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-17
Page Ref: 218
Answer: b. False
- 9.2-18. **Email messages are the best way to resolve conflict in virtual groups.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-18
Page Ref: 219
Answer: b. False
- 9.2-19. **The 4Rs Method helps group members analyze the conflict *before* selecting a method for resolving the conflict.**
a. True
b. False
Difficulty: 2
Question ID: 09.2-19
Page Ref: 220
Answer: a. True

9.2-20. **The first step in the 4Rs Method of examining group conflict is to ask "What are the Results of the conflict if the group fails to act?"**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-20

Page Ref: 221

Answer: b. False

9.2-21. **The first step in the 4Rs Method of examining group conflict is to ask "What are the Reasons why we are having this conflict?"**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-21

Page Ref: 221

Answer: a. True

9.2-22. **In Wisinski's A-E-I-O-U Model of conflict resolution, the first step involves believing that other group members *want* to resolve the conflict.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-22

Page Ref: 221

Answer: a. True

9.2-23. **Negotiation and mediation are 2 terms for the same process.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-23

Page Ref: 221-223

Answer: b. False

9.2-24. **Negotiation requires third-party intervention in which an outsider who has conflict resolution skills can help the group analyze and resolve a conflict.**

- a. True
- b. False

Difficulty: 3

Question ID: 09.2-24

Page Ref: 221-223

Answer: b. False

9.2-25. **A mediator does not take sides in a dispute.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-25

Page Ref: 223

Answer: a. True

9.2-26. **Arbitration involves a third party who, after considering all sides in a dispute, decides the conflict will be resolved.**

- a. True
- b. False

Difficulty: 1

Question ID: 09.2-26

Page Ref: 223

Answer: a. True

9.2-27. **Studies show that men and women from similar cultures do not differ significantly in terms of the conflict strategies and styles they use.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-27

Page Ref: 225

Answer: a. True

9.2-28. **Studies show that men and women from similar cultures do not differ significantly in terms of the conflict strategies and styles they use.**

- a. True
- b. False

Difficulty: 3

Question ID: 09.2-28

Page Ref: 225

Answer: a. True

9.2-29. **In intercultural terms, "face" is the positive image a group member wishes to create or preserve.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-29

Page Ref: 225

Answer: a. True

9.2-30. **In individualistic cultures, members believe that displaying conflict publically threatens everyone's "face."**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-30

Page Ref: 225

Answer: b. False

9.2-31. **Cultures that place a great deal of value on "saving face" discourage personal attacks and outcomes in which one person "loses."**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-31

Page Ref: 225

Answer: a. True

9.2-32. **Group cohesiveness is characterized by high levels of interaction and a friendly and supportive communication climate.**

- a. True
- b. False

Difficulty: 1

Question ID: 09.2-32

Page Ref: 225

Answer: a. True

9.2-33. **You can enhance group cohesiveness by using terms such as "I" and "my" instead of "we" and "our."**

- a. True
- b. False

Difficulty: 1

Question ID: 09.2-33

Page Ref: 226

Answer: b. False

9.2-34. **Highly cohesive groups are at greater risk of succumbing to groupthink.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-34

Page Ref: 225

Answer: a. True

- 9.2-35. **In order to avoid groupthink, you should discourage individual group members from working on the group's problem individually.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-35

Page Ref: 227

Answer: b. False

- 9.2-36. **The groupthink symptom of rationalization is illustrated in the following comment by a group member: "What do they expect—miracles? We didn't have enough time, members, or resources to solve this problem."**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-36

Page Ref: 227

Answer: a. True

- 9.2-37. **The groupthink symptom of mindguarding is illustrated in the following comment by a group member: "Let's not worry about the subcommittee report—they can't even correctly spell the name of the woman who did the research."**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-37

Page Ref: 227

Answer: b. False

- 9.2-38. **The groupthink symptom of self-censorship is illustrated in the following comment by a group member: "I'm not crazy about this idea, but everyone else seems to think it's terrific. I guess I'll go along with the group and vote 'yes' when it's time to approve or disapprove the proposal."**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-38

Page Ref: 227

Answer: a. True

- 9.2-39. **You can reduce the chances of groupthink by following a formal decision-making procedure that encourages members to disagree and evaluate one another's ideas.**

- a. True
- b. False

Difficulty: 2

Question ID: 09.2-39

Page Ref: 227

Answer: a. True

TEST BANK CHAPTER 10: STRUCTURED AND CREATIVE PROBLEM SOLVING IN GROUPS

Multiple Choice

10.1-1. Problem solving occurs when a group

- a. reaches a conclusion.
- b. passes judgment on an issue under consideration.
- c. develops a plan for reducing or eliminating the harmful effects of a problem.
- d. chooses among alternatives.
- e. analyzes the history, causes, and effects of a problem.

Difficulty: 1

Question ID: 10.1-01

Page Ref: 236

Answer: c. develops a plan for reducing or eliminating the harmful effects of a problem.

10.1-2. All of the following statements describe decision making in groups EXCEPT

- a. Groups usually take less time to make a decision than an individual working alone.
- b. A group generates more ideas than an individual working alone.
- c. Groups generally produce better decisions than individuals.
- d. all of the above
- e. none of the above

Difficulty: 2

Question ID: 10.1-02

Page Ref: 236

Answer: a. Groups usually take less time to make a decision than an individual working alone.

10.1-3. As a decision-making method, voting works best when

- a. a group is not pressed for time.
- b. an issue is highly controversial.
- c. a group is small enough to make vote counting easy.
- d. there is no other way to break a deadlock.
- e. the group usually uses voting to make decisions.

Difficulty: 2

Question ID: 10.1-03

Page Ref: 238

Answer: d. there is no other way to break a deadlock.

10.1-4. **A company's recycling task force is composed of 15 members. If the task force makes decisions based on a consensus, how many members must be in favor of the group decision?**

- a. 5
- b. 7
- c. 8
- d. 10
- e. 15

Difficulty: 2

Question ID: 10.1-04

Page Ref: 238-239

Answer: e. 15

10.1-5. **All of the following guidelines help a group achieve consensus EXCEPT**

- a. Get everyone involved in the discussion.
- b. Welcome differences of opinion.
- c. Listen carefully to other members.
- d. Use techniques such as trading one decision for another.
- e. Don't be stubborn and argue only for your own position.

Difficulty: 2

Question ID: 10.1-05

Page Ref: 239

Answer: d. Use techniques such as trading one decision for another.

10.1-6. **What are the signs of a false consensus?**

- a. Every group member agrees to support a decision or action.
- b. In order to avoid disagreement and conflict, group members agree on a common decision.
- c. In order to achieve consensus, all group members take part in shaping a decision.
- d. A decision is made that avoids a win/loss vote.
- e. Consensus presents a united front to outsiders.

Difficulty: 2

Question ID: 10.1-06

Page Ref: 240

Answer: b. In order to avoid disagreement and conflict, group members agree on a common decision.

10.1-7. **There are 12 members in your group. How many members must be in favor of a proposal when deciding by authority rule?**

- a. 1
- b. 6
- c. 7
- d. 10
- e. 12

Difficulty: 2

Question ID: 10.1-07

Page Ref: 239

Answer: a. 1

10.1-8. **A company's recycling task force gathered information on various recycling programs and met several times to choose which program would best suit the needs of the company. The group's recommendation was presented to the company's vice president of operations, who ultimately chose a program other than the one recommended by the task force. Which method of decision making was used in this situation?**

- a. authority rule
- b. consensus
- c. majority vote
- d. minority rule
- e. 2/3 vote

Difficulty: 1

Question ID: 10.1-08

Page Ref: 239

Answer: a. authority rule

10.1-9. **"How many of our company employees hire a daycare provider to watch their children during the workday?" This group discussion question represents a question of**

- a. policy.
- b. procedure.
- c. fact.
- d. conjecture.
- e. value.

Difficulty: 2

Question ID: 10.1-09

Page Ref: 240-241

Answer: c. fact.

10.1-10. **"Is it appropriate for parents to bring their children to work when they can't get a babysitter or their daycare center closes for a day?" This group discussion question represents a question of**

- a. policy.
- b. procedure.
- c. fact.
- d. conjecture.
- e. value.

Difficulty: 2

Question ID: 10.1-10

Page Ref: 240-241

Answer: e. value.

- 10.1-11. **"How can the company assist employees with their childcare needs?" This group discussion question represents a question of**
a. policy.
b. procedure.
c. fact.
d. conjecture.
e. value.
Difficulty: 2
Question ID: 10.1-11
Page Ref: 240-241
Answer: a. policy.
- 10.1-12. **"Who will be the next student government president?" This discussion question represents a question of**
a. policy.
b. procedure.
c. fact.
d. conjecture.
e. value.
Difficulty: 2
Question ID: 10.1-12
Page Ref: 240-241
Answer: d. conjecture.
- 10.1-13. **A Congressional debate on a bill to increase penalties for fraud committed by business CEOs is a question of**
a. fact.
b. value.
c. policy.
d. procedure.
e. conjecture.
Difficulty: 2
Question ID: 10.1-13
Page Ref: 240-241
Answer: c. policy.
- 10.1-14. **In their book, *Decision Making Styles*, Suzanne Scott and Reginald Bruce look at 5 decision-making styles. Group members who say "It just feels like the right thing to do" are most likely using the _____ decision-making style.**
a. rational
b. intuitive
c. dependent
d. avoidant
e. spontaneous
Difficulty: 2
Question ID: 10.1-14
Page Ref: 241-242
Answer: b. intuitive

- 10.1-15. In their book, *Decision Making Styles*, Suzanne Scott and Reginald Bruce look at 5 decision-making styles. Groups members who say "If you think it's okay, then I'll do it" are most likely using the _____ decision-making style.
- a. rational
 - b. intuitive
 - c. dependent
 - d. avoidant
 - e. spontaneous
- Difficulty:** 2
Question ID: 10.1-15
Page Ref: 241-242
Answer: c. dependent
- 10.1-16. In their book, *Decision Making Styles*, Suzanne Scott and Reginald Bruce look at 5 decision-making styles. Which of these styles is most like the Myers-Briggs's personality trait of *thinker*?
- a. rational
 - b. intuitive
 - c. dependent
 - d. avoidant
 - e. spontaneous
- Difficulty:** 1
Question ID: 10.1-16
Page Ref: 241-242
Answer: a. rational
- 10.1-17. All of the following benefits can result when a group uses structured problem-solving procedures effectively EXCEPT
- a. increased time and effort.
 - b. balanced participation.
 - c. conflict resolution.
 - d. organization.
 - e. group empowerment.
- Difficulty:** 1
Question ID: 10.1-17
Page Ref: 242
Answer: a. increased time and effort.
- 10.1-18. Which of the following problem-solving procedures is based on John Dewey's Reflective Thinking Process?
- a. the Standard Agenda
 - b. the Single Question Format
 - c. Nominal Group Technique
 - d. brainstorming
 - e. Functional Theory
- Difficulty:** 2
Question ID: 10.1-18
Page Ref: 243-246
Answer: a. the Standard Agenda

10.1-19. **All of the following steps are part of the Standard Agenda format for group problem solving EXCEPT**

- a. task clarification
- b. establishment of procedure
- c. problem identification
- d. fact finding
- e. solution suggestions

Difficulty: 2

Question ID: 10.1-19

Page Ref: 243-246

Answer: b. establishment of procedure

10.1-20. **The first 3 steps in the Standard Agenda format of group problem solving are**

- a. problem identification, fact finding, solution evaluation and selection.
- b. problem identification, task clarification, solution implementation.
- c. task clarification, problem identification, fact finding.
- d. fact finding, problem identification, task clarification.
- e. fact finding, solution criteria, solution selection.

Difficulty: 2

Question ID: 10.1-20

Page Ref: 244

Answer: c. task clarification, problem identification, fact finding.

10.1-21. **Getting bogged down in analyzing the problem is referred to as**

- a. groupthink.
- b. conjecture.
- c. consensus.
- d. analysis paralysis.
- e. fact finding.

Difficulty:

Question ID: 10.1-21

Page Ref: 245

Answer: d. analysis paralysis.

10.1-22. **In what way is Functional Theory different than the Standard Agenda method of problem solving?**

- a. Competent performance of each function is more important than performing the function in an exact order.
- b. Functional Theory recognizes that group goals and unspoken assumptions can affect the choice of solutions.
- c. Functional Theory emphasizes the group's ability to recognize and understand both the pros and cons when considering a solution.
- d. Communication is the instrument used, with varying degrees of success, to reach decisions and generate solutions.
- e. all of the above

Difficulty: 3

Question ID: 10.1-22

Page Ref: 247-249

Answer: e. all of the above

10.1-23. The Functional Theory approach to problem solving focuses on

- a. giving group members a chance to hear and understand the opinions and needs of others.
- b. planning and coordinating the many steps needed to carry out a solution or agreed-upon action.
- c. allowing ideas to be generated by individuals working alone rather than emerging from group interaction.
- d. generating as many ideas as possible in a short period of time.
- e. preparation, competence, and communication.

Difficulty: 3

Question ID: 10.1-23

Page Ref: 247-249

Answer: e. preparation, competence, and communication.

10.1-24. The first 3 steps in the Single Question Format for problem solving are

- a. analyze the issues, identify the problem, identify possible solutions.
- b. identify the problem, create a collaborative setting, analyze the issues.
- c. create a collaborative setting, analyze the issues, identify the problem.
- d. analyze the issues, identify possible solutions, answer the single questions.
- e. task clarification, fact finding, solution selection.

Difficulty: 2

Question ID: 10.1-24

Page Ref: 249-252

Answer: b. identify the problem, create a collaborative setting, analyze the issues.

10.1-25. Which of the following characteristics makes the Single Question Format different compared to the Standard Agenda?

- a. It focuses on decision making and creativity.
- b. It focuses on the competent performance of each problem-solving phase.
- c. It focuses on task clarification solution implementation.
- d. It focuses on goal clarity and cultivating a supportive communication climate.
- e. It focuses on seeking consensus and avoiding false consensus.

Difficulty: 3

Question ID: 10.1-25

Page Ref: 249-252

Answer: d. It focuses on goal clarity and cultivating a supportive communication climate.

10.1-26. **All of the following answers represent basic stages in the development of group creativity EXCEPT**

- a. investigation.
- b. imagination.
- c. interpretation.
- d. incubation.
- e. insight.

Difficulty: 2

Question ID: 10.1-26

Page Ref: 252-253

Answer: c. interpretation.

10.1-27. **Your group needs to come up with a discussion topic for a class assignment. The group works together, suggesting as many topics as possible. Members welcome all ideas and do not criticize the suggestions of other members. Which decision-making method is the group using?**

- a. the Functional Approach
- b. the Single Question Format
- c. brainstorming
- d. consensus seeking
- e. Nominal Group Technique

Difficulty: 1

Question ID: 10.1-27

Page Ref: 253-254

Answer: c. brainstorming

10.1-28. **All of the following are considered guidelines for effective brainstorming EXCEPT**

- a. Evaluate ideas only at the end.
- b. Post the ideas for all to see.
- c. Wait awhile for group members to think before starting the brainstorming.
- d. Avoid combining ideas.
- e. Do not praise other members' ideas as they're suggested.

Difficulty: 2

Question ID: 10.1-28

Page Ref: 253-254

Answer: d. Avoid combining ideas.

10.1-29. _____ was developed by Delbecq and Van de Ven as a way of maximizing participation in problem-solving and program-planning groups while minimizing some of the interpersonal problems associated with group interaction.

- a. The Standard Agenda
- b. Brainstorming
- c. The DOT Method
- d. Nominal Group Technique
- e. Single Question Format

Difficulty: 2

Question ID: 10.1-29

Page Ref: 254-256

Answer: d. Nominal Group Technique

10.1-30. During Phase 1 (Idea Generation) of Nominal Group Technique,

- a. members explain their support or nonsupport for each item.
- b. members, in turn, present one idea from their privately written list.
- c. members discuss the merits of each idea before voting occurs.
- d. members vote by ranking or rating ideas privately and in writing.
- e. the group decision is the mathematically pooled outcome of members' individual votes.

Difficulty: 3

Question ID: 10.1-30

Page Ref: 254-256

Answer: b. members, in turn, present one idea from their privately written list.

10.1-31. Researchers investigating the usefulness of brainstorming and Nominal Group Technique conclude that Nominal Group Technique (NGT) works better for generating ideas for all of the following reasons EXCEPT

- a. waiting to speak in brainstorming may disrupt the thinking process.
- b. members in brainstorming sessions produce fewer ideas than NGT groups.
- c. members who fear evaluation may not be willing to contribute ideas.
- d. members who make more contributions in brainstorming may earn high status and influence.
- e. members may loaf and let others do all the thinking and talking.

Difficulty:

Question ID: 10.1-31

Page Ref: 256

Answer: b. members in brainstorming sessions produce fewer ideas than NGT groups.

10.1-32. Consider using the Decreasing Options Technique (DOT) when

- a. the group is small, with no more than 7 members.
- b. members cannot generate many ideas or solutions.
- c. the group wants to hear from expert and influential members.
- d. the group wants to ensure equal opportunities for input by all members.
- e. the group has plenty of time to discuss multiple or controversial ideas.

Difficulty: 2

Question ID: 10.1-32

Page Ref: 256-258

Answer: d. the group wants to ensure equal opportunities for input by all members.

10.1-33. **The major advantage and reason for using the DOT method is that it**

- a. focuses on preparation, competence, and communication functions.
- b. requires members to analyze questions of fact, value, conjecture, and policy.
- c. helps reduce and refine a large number of suggestions into a manageable number of ideas.
- d. relies on the creativity of all members.
- e. helps avoid negative evaluation and criticism of ideas and solutions.

Difficulty: 3

Question ID: 10.1-33

Page Ref: 256-258

Answer: c. helps reduce and refine a large number of suggestions into a manageable number of ideas.

10.1-34. **Which is the correct order of the four steps in the Decreasing Options Technique?**

- a. generate ideas, post ideas, sort ideas, dot ideas
- b. dot ideas, sort ideas, post ideas, generate ideas
- c. generate ideas, post ideas, dot ideas, sort ideas
- d. post ideas, generate ideas, dot ideas, sort ideas
- e. post ideas, generate ideas, sort ideas, dot ideas

Difficulty: 2

Question ID: 10.1-34

Page Ref: 256-257

Answer: a. generate ideas, post ideas, sort ideas, dot ideas

10.1-35. **Lee Towe presents 4 sources of action that guide how we solve problems. Which source does Towe describe as "We have developed a new way to do it"?**

- a. inertia
- b. instruction
- c. imitation
- d. innovation
- e. investigation

Difficulty: 2

Question ID: 10.1-35

Page Ref: 258

Answer: d. innovation

10.1-36. **One of the reasons groups are often reluctant to think creatively is that they have preconceived notions about what can and can't be done. In such cases, your group may want to try the _____ method of enhancing creativity.**

- a. control judgment
- b. ask "what if?"
- c. encourage innovation
- d. use metaphors
- e. use imitation

Difficulty: 2

Question ID: 10.1-36

Page Ref: 258-259

Answer: b. ask "what if?"

- 10.1-37. **There are several problem-solving realities that can prevent a group from working effectively and ethically. For example, if members resist or dismiss information that doesn't mesh with their personal inclinations and attitudes, what problem-solving reality may impair group effectiveness?**
- a. politics
 - b. pre-existing preferences
 - c. power
 - d. procedural paralysis
 - e. polychronics
- Difficulty:** 1
Question ID: 10.1-37
Page Ref: 259-260
Answer: b. pre-existing preferences
- 10.1-38. **There are several problem-solving realities that can prevent a group from working effectively and ethically. For example, a strong and stubborn leader can lead group members off on tangents and irrelevant discussions that have nothing to do with the group's goal. In this particular case, _____ will likely affect the outcome of every decision and problem the group confronts.**
- a. politics
 - b. pre-existing preferences
 - c. power
 - d. procedural paralysis
 - e. polychronics
- Difficulty:** 2
Question ID: 10.1-38
Page Ref: 259-260
Answer: c. power
- 10.1-39. **There are several problem-solving realities that can prevent a group from working effectively and ethically. For example, a member may side with a group leader into order to gain the leader's attention and backing. In this particular case, _____ will likely affect the outcome of every decision and problem the group confronts.**
- a. politics
 - b. pre-existing preferences
 - c. power
 - d. procedural paralysis
 - e. polychronics
- Difficulty:** 2
Question ID: 10.1-39
Page Ref: 259-260
Answer: a. politics

True/False

10.2-1. **Decision making results in a position, judgment, or action.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-01

Page Ref: 236

Answer: a. True

10.2-2. **The process of decision making requires a group to analyze a problem, debate pros and cons, and select and implement a solution.**

- a. True
- b. False

Difficulty: 1

Question ID: 10.2-02

Page Ref: 236

Answer: b. False

10.2-3. **As a rule, group problem solving generates more ideas and produces better solutions to complex problems.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-03

Page Ref: 236

Answer: a. True

10.2-4. **Voting is the best way to make group decisions.**

- a. True
- b. False

Difficulty: 1

Question ID: 10.2-04

Page Ref: 238

Answer: b. False

10.2-5. **Voting works best when a group is pressed for time and the issues is not highly controversial.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-05

Page Ref: 238

Answer: a. True

10.2-6. **Consensus occurs when the majority of group members agree to support a decision or action.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-06

Page Ref: 238

Answer: b. False

10.2-7. **When your group is trying to reach consensus, you should not agree to a decision or solution you adamantly dislike and can't possibly support.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-07

Page Ref: 239

Answer: a. True

10.2-8. **False consensus occurs when members give in to group pressure and accept a decision they do not like or support.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-08

Page Ref: 240

Answer: a. True

10.2-9. **A question of policy asks whether something will or will not happen.**

- a. True
- b. False

Difficulty: 1

Question ID: 10.2-09

Page Ref: 240

Answer: b. False

10.2-10. **A question of value asks whether something good or bad will or will not happen.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-10

Page Ref: 240

Answer: b. False

- 10.2-11. **"It just feels like the right thing to do" describes the thought process of a dependent decision maker.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-11
Page Ref: 241-242
Answer: b. False
- 10.2-12. **"It feels like the right thing to do" describes the thought process of an intuitive decision maker.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-12
Page Ref: 241-242
Answer: a. True
- 10.2-13. **The Standard Agenda is based on John Dewey's Reflective Thinking Process.**
a. True
b. False
Difficulty: 1
Question ID: 10.2-13
Page Ref: 243
Answer: a. True
- 10.2-14. **Research has identified the Standard Agenda approach as the most effective problem-solving model.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-14
Page Ref: 242
Answer: b. False
- 10.2-15. **The Standard Agenda requires group members to follow 7 steps that begin with task clarification and end with solution suggestions.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-15
Page Ref: 244
Answer: b. False

- 10.2-16. **During the fact-finding step of the Standard Agenda, members must answer questions such as "How serious or widespread is the problem?" and "What are the causes of the problem?"**

- a. True
- b. False

Difficulty: 3

Question ID: 10.2-16

Page Ref: 243

Answer: a. True

- 10.2-17. **Analysis paralysis can immobilize a group because members cannot determine the cause of problem or because they cannot figure out a way to change human nature.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-17

Page Ref: 245

Answer: a. True

- 10.2-18. **The Functional Approach to group problem solving is based on several models including John Dewey's Reflective Thinking Process.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-18

Page Ref: 247

Answer: a. True

- 10.2-19. **Each step of the Functional Approach to group problem solving should be completed in order.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-19

Page Ref: 248

Answer: b. False

- 10.2-20. **The Functional Approach to group problem solving claims that communication is the instrument groups use to reach decisions and generate solutions.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-20

Page Ref: 247

Answer: a. True

- 10.2-21. **The Functional Theory Approach to problem solving emphasizes that group members must identify the resources and research necessary for making a decision before selecting appropriate procedures for developing an effective solution.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-21
Page Ref: 246-248
Answer: a. True
- 10.2-22. **The Preparation Function in the Functional Approach to problem solving requires that group members establish and use agreed-upon criteria to evaluate possible solutions.**
a. True
b. False
Difficulty: 3
Question ID: 10.2-22
Page Ref: 247-248
Answer: b. False
- 10.2-23. **One of the factors that makes the Single Question Format of group problem solving unique is its focus on creating a collaborative communication climate.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-23
Page Ref: 250-251
Answer: a. True
- 10.2-24. **One of the factors that makes the Single Question Format of group problem solving unique is its focus on goal clarity and issue analysis.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-24
Page Ref: 251
Answer: a. True
- 10.2-25. **One of the factors that makes the Single Question Format of group problem solving unique is its focus on identifying and analyzing possible solutions.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-25
Page Ref: 252
Answer: b. False

10.2-26. **Creativity requires the nonjudgmental process of searching for, separating, and connecting unrelated ideas and elements.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-26

Page Ref: 252

Answer: a. True

10.2-27. **When a group uses creativity to enhance problem solving, *insight* represents the "aha" moment that occurs when a new approach or solution emerges.**

- a. True
- b. False

Difficulty: 1

Question ID: 10.2-27

Page Ref: 252-253

Answer: a. True

10.2-28. **The 3 creative problem-solving methods described in your textbook are the Single Question Format, brainstorming, and consensus seeking.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-28

Page Ref: 253

Answer: b. False

10.2-29. **Brainstorming is based on several models including John Dewey's Reflective Thinking Process.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-29

Page Ref: 253

Answer: b. False

10.2-30. **Brainstorming is based on the assumption that quantity of ideas and output breeds quality.**

- a. True
- b. False

Difficulty: 2

Question ID: 10.2-30

Page Ref: 253

Answer: a. True

- 10.2-31. **In a brainstorming session, the group should assign someone to write down the group's ideas rather than asking each member to write down all the group's ideas.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-31
Page Ref: 254
Answer: a. True
- 10.2-32. **"All Input, No Putdown" is a characteristic of the Nominal Group Technique (NGT).**
a. True
b. False
Difficulty: 2
Question ID: 10.2-32
Page Ref: 254
Answer: b. False
- 10.2-33. **Nominal Group Technique is a way of minimizing participation in problem solving and maximizing interpersonal interaction and debate.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-33
Page Ref: 254
Answer: b. False
- 10.2-34. **The Nominal Group Technique (NGT) is structured so that all group members have the opportunity to share ideas and know that their ideas will be considered by the group as a whole.**
a. True
b. False
Difficulty: 1
Question ID: 10.2-34
Page Ref: 254-256
Answer: a. True
- 10.2-35. **In a Nominal Group Technique (DOT) session, each group member writes down his or her ideas before sharing them with others.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-35
Page Ref: 254-255
Answer: a. True

- 10.2-36. **Nominal Group Technique is a decision-making tool that helps groups reduce and refine a large number of suggestions into a manageable number of ideas.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-36
Page Ref: 254-255, 256
Answer: b. False
- 10.2-37. **Studies of brainstorming and Nominal Group Technique have found that Nominal Group Technique often works better for generating ideas that are both numerous and creative.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-37
Page Ref: 256
Answer: a. True
- 10.2-38. **DOT is a brainstorming technique intended primarily to generate more ideas.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-38
Page Ref: 256-258
Answer: b. False
- 10.2-39. **The Decreasing Options Technique (DOT) is a decision-making tool that helps groups reduce and refine a large number of suggestions into a manageable number of ideas.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-39
Page Ref: 256
Answer: a. True
- 10.2-40. **The steps in the Decreasing Options Technique should be taken in the following order: generate ideas, sort ideas, post ideas, dot the ideas.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-40
Page Ref: 256
Answer: b. False

- 10.2-41. **The DOT method works best when a group has generated a significant number of competing ideas and wants to restrain dominant members from exerting too much influence.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-41
Page Ref: 258
Answer: a. True
- 10.2-42. **In virtual groups, all types of technology are not equally suited to all types of group interaction.**
a. True
b. False
Difficulty: 1
Question ID: 10.2-42
Page Ref: 257
Answer: a. True
- 10.2-43. **One way of encouraging creativity is to encourage innovation and discourage problem solving through instruction and imitation.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-43
Page Ref: 258
Answer: a. True
- 10.2-44. **Metaphors can help members explain, understand, guide, and direct creative thinking in ways they would not have thought of otherwise.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-44
Page Ref: 259
Answer: a. True
- 10.2-45. **Groups should ignore the fact that members may have preexisting preferences about what a group should do.**
a. True
b. False
Difficulty: 2
Question ID: 10.2-45
Page Ref: 260
Answer: b. False

10.2-46. **Politics can impair group problem when, for example, a member who wants to get ahead is reluctant to oppose an idea supported by the boss.**

- a. True
- b. False

Difficulty: 1

Question ID: 10.2-46

Page Ref: 260

Answer: a. True

TEST BANK CHAPTER 11: CRITICAL THINKING AND ARGUMENTATION IN GROUPS

Multiple Choice

11.1-1. Argumentation is

- a. the thinking we use to analyze what we read, see, and hear in order to arrive at a justified conclusion.
- b. the way we advocate proposals, examine competing ideas, and influence one another.
- c. a hostile confrontation between two or more people.
- d. a form of debating in which a judge makes the final decision.
- e. a claim supported by evidence and reasons for accepting it.

Difficulty: 2

Question ID: 11.1-01

Page Ref: 268

Answer: b. the way we advocate proposals, examine competing ideas, and influence one another.

11.1-2. An argument is

- a. the thinking we use to analyze what we read, see, and hear in order to arrive at a justified conclusion.
- b. the way in which we use critical thinking to advocate proposals, examine competing ideas, and influence one another.
- c. a hostile confrontation between two or more people.
- d. a form of debating in which a judge makes the final decision.
- e. a claim supported by evidence and reasons for accepting it.

Difficulty: 2

Question ID: 11.1-02

Page Ref: 268

Answer: e. a claim supported by evidence and reasons for accepting it.

11.1-3. Effective argumentation in groups

- a. promotes misunderstanding.
- b. promotes critical thinking.
- c. prevents persuasion.
- d. promotes groupthink.
- e. promotes hostility.

Difficulty: 1

Question ID: 11.1-03

Page Ref: 270

Answer: b. promotes critical thinking.

11.1-4. Argumentativeness is a

- a. claim supported by evidence and reasons for accepting it.
- b. process of reasoned interaction intended to help participants make the best decision in a given situation.
- c. decision based on listening to and analyzing arguments.
- d. willingness to argue controversial issues with others.
- e. form of debating in which a judge makes the final decision.

Difficulty: 2**Question ID:** 11.1-04**Page Ref:** 271**Answer:** d. a willingness to argue controversial issues with others.**11.1-5. All of the following traits characterize highly argumentative group members EXCEPT**

- a. they promote hostility in the group.
- b. they show genuine interest in the group's discussions.
- c. they focus on issues rather than personalities.
- d. they are often chosen as group leaders.
- e. they are viewed as highly credible members.

Difficulty: 2**Question ID:** 11.1-05**Page Ref:** 271**Answer:** a. they promote hostility in the group.**11.1-6. Which of the following statements best describes a highly argumentative group member?**

- a. The member is not confrontational.
- b. The member has less influence in group decision making.
- c. The member is less likely to be persuaded by others.
- d. The member is less likely to be chosen as the group leader.
- e. all of the above

Difficulty: 3**Question ID:** 11.1-06**Page Ref:** 271**Answer:** c. The member is less likely to be persuaded by others.**11.1-7. Which component of the Toulmin Model of Argument explains why the evidence supports the claim?**

- a. qualifier
- b. evidence
- c. warrant
- d. backing
- e. reservation

Difficulty: 2**Question ID:** 11.1-07**Page Ref:** 272**Answer:** c. warrant

11.1-8. The warrant in an argument answers the question

- a. What makes you say that?
- b. What do you have to go on?
- c. How did you get there?
- d. Are there any exceptions?
- e. What conclusion or position do you advocate?

Difficulty: 3

Question ID: 11.1-08

Page Ref: 272

Answer: c. How did you get there?

11.1-9. Which component of the Toulmin Model of Argument is represented in Part I of the following argument? I. Joan would be a good leader. / II. Good leaders are effective communicators. / III. Joan got an A in the communication course she took.

- a. claim
- b. evidence
- c. warrant
- d. backing
- e. reservation

Difficulty: 3

Question ID: 11.1-09

Page Ref: 272

Answer: a. claim

11.1-10. Which component of the Toulmin Model of Argument is represented in Part II of the following argument? I. Joan would be a good leader. / II. Good leaders are effective communicators. / III. Joan got an A in the communication course she took.

- a. claim
- b. evidence
- c. warrant
- d. backing
- e. reservation

Difficulty: 3

Question ID: 11.1-10

Page Ref: 272

Answer: c. warrant

- 11.1-11. Which component of the Toulmin Model of Argument is represented in Part III of the following argument? I. Joan would be a good leader. / II. Good leaders are effective communicators. / III. Joan got an A in the communication course she took.
- a. claim
 - b. evidence
 - c. warrant
 - d. qualifier
 - e. reservation
- Difficulty:** 3
Question ID: 11.1-11
Page Ref: 272
Answer: b. evidence
- 11.1-12. Which component of the Toulmin Model of Argument is indicated by words in a claim such as "likely," "possibly," or "probably"?
- a. reservation
 - b. evidence
 - c. data
 - d. qualifier
 - e. warrant
- Difficulty:** 2
Question ID: 11.1-12
Page Ref: 273
Answer: d. qualifier
- 11.1-13. Which of the following answers is an example of the kind of evidence you could use in an argument?
- a. facts and opinions
 - b. definitions and descriptions
 - c. examples and illustrations
 - d. statistics
 - e. all of the above
- Difficulty:** 2
Question ID: 11.1-13
Page Ref: 274-276
Answer: e. all of the above
- 11.1-14. "More than 40% of Americans claim to have read *The da Vinci Code*." What type of evidence is used in this example?
- a. testimony
 - b. definition
 - c. statistic
 - d. story
 - e. opinion
- Difficulty:** 2
Question ID: 11.1-14
Page Ref: 274-275
Answer: c. statistic

11.1-15. **"The Biltmore Mansion is the largest private residence in the United States."**

What type of evidence is used in this example?

- a. fact
- b. description
- c. opinion
- d. definition
- e. example

Difficulty: 1

Question ID: 11.1-15

Page Ref: 274-275

Answer: a. fact

11.1-16. **"Sufism is not a sect of Islam, like Shiism or Shunnism, but rather the mystical sides of Islam: a personal, experiential approach to Allah, which contrasts with the more prescriptive, doctrinal approach of fundamentalism like the Taliban."**

What type of evidence is used in this example?

- a. definition
- b. illustration
- c. fact
- d. description
- e. statistic

Difficulty: 2

Question ID: 11.1-16

Page Ref: 275-275

Answer: d. description

11.1-17. **The *Wings of Freedom* tour includes 3 famous World War II vintage airplanes: a B-17 Flying Fortress, a B-24 Liberator, and a North American P-51. What type of evidence is used in this example?**

- a. definition
- b. opinion
- c. statistic
- d. illustration
- e. example

Difficulty: 2

Question ID: 11.1-17

Page Ref: 275-276

Answer: e. example

11.1-18. **"Horsepower is a unit for measuring the power of engines roughly equal to 746 watts or 33,000 foot-pounds per minute. " What type of evidence is used in this example?**

- a. example
- b. definition
- c. illustration
- d. opinion
- e. statistic

Difficulty: 2

Question ID: 11.1-18

Page Ref: 275-276

Answer: b. definition

11.1-19. **The president and chief executive of a virtual web space in which users can share comments claims that "The best innovations occur when you have networks of people with diverse backgrounds gathering around a problem." What type of evidence is used in this example?**

- a. fact
- b. statistic
- c. illustration
- d. opinion
- e. example

Difficulty: 2

Question ID: 11.1-19

Page Ref: 275-276

Answer: d. opinion

11.1-20. **"According to NORML (National Organization to Reform Marijuana Laws), marijuana is a harmless drug that has no long-term side effects." What criticism should be made about this piece of evidence?**

- a. It's not recent.
- b. It's not statistically valid.
- c. It's biased.
- d. It's not identified.
- e. It's not consistent.

Difficulty: 1

Question ID: 11.1-20

Page Ref: 276-278

Answer: c. It's biased.

11.1-21. **"According to a 1984 article in the *Midland Times Herald*, gang activity is not a significant problem in the community." What criticism should be made about this piece of evidence?**

- a. It's not recent.
- b. It's not statistically valid.
- c. It's biased.
- d. It's not identified
- e. It's not consistent.

Difficulty: 1

Question ID: 11.1-21

Page Ref: 276-278

Answer: a. It's not recent.

- 11.1-22. **Paulo survived a car crash without any major injury while *not* wearing a seatbelt. If he uses this example to prove that seatbelts are not needed, he has failed to test his evidence for**

- a. consistency.
- b. relevancy.
- c. recency.
- d. credibility.
- e. interest.

Difficulty: 2

Question ID: 11.1-22

Page Ref: 276-278

Answer: a. consistency.

- 11.1-23. **You should ask all of the following questions when trying to determine the objectivity or accuracy of evidence from an internet source EXCEPT**

- a. Is statistical data well labeled and easy to read?
- b. Are the sources of information available so you can verify their claims?
- c. Does it account for opposing points of view?
- d. Is the information free of grammatical, spelling, and typographical errors that could indicate a lack of quality control?
- e. Do you agree with the source's claims and point of view?

Difficulty: 2

Question ID: 11.1-23

Page Ref: 278

Answer: e. Do you agree with the source's claims and point of view?

- 11.1-24. **"Sex education in schools promotes teenage promiscuity." This statement is an example of a claim of**

- a. fact.
- b. conjecture.
- c. value.
- d. policy.
- e. fiction.

Difficulty: 2

Question ID: 11.1-24

Page Ref: 279

Answer: a. fact.

- 11.1-25. **"Our town should enact a curfew for all juveniles." This statement is an example of**

- a. fact.
- b. conjecture.
- c. policy.
- d. value.
- e. fiction.

Difficulty: 2

Question ID: 11.1-25

Page Ref: 279-280

Answer: c. policy.

11.1-26. **"Our group is the best in the class."** This statement is an example of a claim of

- a. fact.
- b. conjecture.
- c. policy.
- d. value.
- e. fiction.

Difficulty: 2

Question ID: 11.1-26

Page Ref: 279-280

Answer: d. value.

11.1-27. **When presenting an argument, in which order should you use the following steps?**

- a. summarize your argument, provide reasons, support your claim, state your claim
- b. support your claim, summarize your argument, state your claim, provide reasons
- c. state your claim, support your claim, provide reasons, summarize your argument
- d. provide reasons, summarize your argument, state your claim, support your claim
- e. state your claim, summarize your argument, provide reasons, support your claim

Difficulty: 2

Question ID: 11.1-27

Page Ref: 279-280

Answer: c. state your claim, support your claim, provide reasons, summarize your argument

11.1-28. **The act of proving an argument either erroneous or false, or both, is defined as**

- a. argumentation.
- b. refutation.
- c. argumentativeness.
- d. reasoning.
- e. cooperative argumentation.

Difficulty: 2

Question ID: 11.1-28

Page Ref: 280-281

Answer: b. refutation.

11.1-29. What are the first 4 steps in refuting an argument?

- a. state the claim you oppose, assess the evidence, assess the reasoning, summarize your refutation
- b. listen to the argument, assess the evidence, state the claim you oppose, give an overview of your objections
- c. give an overview of your objections, assess the evidence, state the claim you oppose, summarize your refutation
- d. listen to the argument, assess the evidence, assess the reasoning, state the claim you oppose
- e. summarize your claim, provide reasoning, state your claim, support your claim

Difficulty: 2

Question ID: 11.1-29

Page Ref: 280-281

Answer: b. listen to the argument, assess the evidence, state the claim you oppose, give an overview of your objections

11.1-30. Which step in refuting an argument would be characterized by a statement such as "I don't support the increase in student activity fees for 2 reasons: the college just raised tuition 5%, and the poor economy has stressed many students and their parents to the limit"?

- a. assess the reasoning
- b. state the opposing claim
- c. assess the evidence
- d. listen to the argument
- e. preview your objections

Difficulty: 2

Question ID: 11.1-30

Page Ref: 280-281

Answer: e. preview your objections

11.1-31. "My opponent says we can lower taxes. He can't be believed or trusted. Ten years ago, he admitted to being an alcoholic. "What fallacy is being committed in this statement?

- a. faulty cause
- b. hasty generalization
- c. appeal to popularity
- d. appeal to authority
- e. *ad hominem* attack

Difficulty: 2

Question ID: 11.1-31

Page Ref: 282-283

Answer: e. *ad hominem* attack

- 11.1-32. Some group members have suggested that the company sponsor an annual picnic rather than a more formal annual dinner. John disagrees with the others because the company has held a formal dinner every year for more than 10 years. Which fallacy of argument could be attributed to John's comment?
- a. *ad hominem* attack
 - b. appeal to authority
 - c. appeal to popularity
 - d. appeal to tradition
 - e. faulty cause
- Difficulty:** 1
Question ID: 11.1-32
Page Ref: 282-283
Answer: d. appeal to tradition
- 11.1-33. "My uncle's visit to New Mexico was horrible. The weather was bad and the people were unfriendly. New Mexico is not a good choice for a vacation." What fallacy is being committed in this statement?
- a. *ad hominem* attack
 - b. hasty generalization
 - c. appeal to popularity
 - d. faulty analogy
 - e. faulty cause
- Difficulty:** 2
Question ID: 11.1-33
Page Ref: 282-283
Answer: b. hasty generalization
- 11.1-34. "Everyone in our group has signed the petition. You should, too." What fallacy is being committed in this statement?
- a. *ad hominem* attack
 - b. appeal to authority
 - c. appeal to popularity
 - d. appeal to tradition
 - e. none of the above
- Difficulty:** 2
Question ID: 11.1-34
Page Ref: 282-283
Answer: c. appeal to popularity
- 11.1-35. "I knew I wouldn't win the lottery because a black cat crossed my path right after I bought the ticket." What fallacy is being committed in this statement?
- a. *ad hominem* attack
 - b. appeal to authority
 - c. appeal to tradition
 - d. faulty analogy
 - e. faulty cause
- Difficulty:** 2
Question ID: 11.1-35
Page Ref: 282-283
Answer: e. faulty cause

11.1-36. **"If lawyers develop their cases with help from other lawyers, why can't I write my term paper with help from other students?" What fallacy is being committed in this statement?**

- a. appeal to authority
- b. hasty generalization
- c. faulty cause
- d. faulty analogy
- e. *ad hominem* attack

Difficulty: 2

Question ID: 11.1-36

Page Ref: 282-283

Answer: d. faulty analogy

11.1-37. **"Don't go to that restaurant. I went once, and the service was awful." What fallacy is being committed in this statement?**

- a. appeal to tradition
- b. faulty analogy
- c. hasty generalization
- d. faulty cause
- e. appeal to authority

Difficulty: 2

Question ID: 11.1-37

Page Ref: 282-283

Answer: c. hasty generalization

11.1-38. **According to your textbook, one of the most significant cultural differences in argumentation is the way in which people use evidence to support a claim. In which of the following cultures is physical evidence often rejected because no connection is seen between the physical world and human actions?**

- a. some African cultures
- b. Chinese culture
- c. European-American cultures
- d. highly religious Muslim culture
- e. highly religious Christian culture

Difficulty: 3

Question ID: 11.1-38

Page Ref: 284

Answer: b. Chinese culture

11.1-39. **According to Rybacki and Rybacki, the reasoning responsibility requires that ethical group members**

- a. avoid making arguments containing fallacies.
- b. reveal the sources of information so others can evaluate them.
- c. consider the interests of those affected by a decision.
- d. treat other group members as equals.
- e. respect established group norms.

Difficulty: 2

Question ID: 11.1-39

Page Ref: 284

Answer: a. avoid making arguments containing fallacies.

11.1-40. **According to Rybacki and Rybacki, the social code responsibility requires that ethical group members**

- a. avoid making arguments containing fallacies.
- b. reveal the sources of information so others can evaluate them.
- c. consider the interests of those affected by a decision.
- d. treat other group members as equals.
- e. respect established group norms.

Difficulty: 2

Question ID: 11.1-40

Page Ref: 284

Answer: d. treat other group members as equals.

11.1-41. **Emotional intelligence can benefit a group engaged in argumentation because members will strive to**

- a. state arguments in a neutral rather than a combative tone of voice.
- b. show they are willing to work things out by talking over the issue rather than escalating it.
- c. calm down, tune in to their feelings, and be willing to share them with group members.
- d. look for an equitable way to resolve the dispute.
- e. all of the above

Difficulty: 2

Question ID: 11.1-41

Page Ref: 285-286

Answer: e. all of the above

11.1-42. **All of the following traits are characteristic of emotional intelligence EXCEPT**

- a. empathy.
- b. self-awareness.
- c. self-regulation.
- d. self-confidence.
- e. self-assertion.

Difficulty: 2

Question ID: 11.1-42

Page Ref: 285

Answer: e. self-assertion.

True/False

11.2-1. **Critical thinking is a process that always results in an outcome.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-01

Page Ref: 268

Answer: a. True

11.2-2. An argument and an opinion are essentially the same concept.

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-02

Page Ref: 268

Answer: b. False

11.2-3. An argument is an idea or opinion supported by evidence and reasoning.

- a. True
- b. False

Difficulty: 1

Question ID: 11.2-03

Page Ref: 268

Answer: a. True

11.2-4. Argumentation can improve decision making.

- a. True
- b. False

Difficulty: 1

Question ID: 11.2-04

Page Ref: 270

Answer: a. True

11.2-5. Arguing in groups is always disruptive and should be avoided.

- a. True
- b. False

Difficulty: 1

Question ID: 11.2-05

Page Ref: 268, 270-271

Answer: b. False

11.2-6. Highly argumentative group members enjoy the challenge of a good argument and are eager to defend their points of view with confidence.

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-06

Page Ref: 271

Answer: a. True

11.2-7. **Highly argumentative members dislike having their positions challenged.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-07

Page Ref: 271

Answer: b. False

11.2-8. **Highly argumentative members create more arguments on both sides of a position, which helps a group avoid groupthink.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-08

Page Ref: 271

Answer: a. True

11.2-9. **The 3 essential components in the Toulmin Model of Argument are the claim, evidence, and warrant.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-09

Page Ref: 272

Answer: a. True

11.2-10. **Rather than asking "How did you get there?" a warrant asks "What have you got to go on?"**

- a. True
- b. False

Difficulty: 3

Question ID: 11.2-10

Page Ref: 272

Answer: b. False

11.2-11. **In the Toulmin Model of Argument, the qualifier states the degree to which the claim appears to be true.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-11

Page Ref: 273

Answer: a. True

- 11.2-12. **In the Toulmin Model of Argument, backing refers to exceptions to an argument that may invalidate the claim.**
a. True
b. False
Difficulty: 3
Question ID: 11.2-12
Page Ref: 273
Answer: b. False
- 11.2-13. **As a form of evidence, a fact is a statement that evaluates an event, idea, person, or object.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-13
Page Ref: 275
Answer: b. False
- 11.2-14. **"Robert's Rules of Order is used by the majority of groups that follow the rules of parliamentary procedure" is an example of a fact.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-14
Page Ref: 275
Answer: a. True
- 11.2-15. **"Leadership is the ability to make strategic decisions and use communication effectively to mobilize group members toward achieving a common goal" is an example of an opinion.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-15
Page Ref: 275-276
Answer: b. False
- 11.2-16. **"A claim of value evaluates whether something is good or bad, right or wrong, worthwhile or worthless" is an example of a definition.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-16
Page Ref: 275-276
Answer: a. True

- 11.2-17. **"In one study, workers rate 69% of the meetings they attended as ineffective" is an example of statistics used as evidence.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-17
Page Ref: 275-276
Answer: a. True
- 11.2-18. **Whereas an example refers to a specific case or instance, illustrations are longer, extended examples.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-18
Page Ref: 275-276
Answer: a. True
- 11.2-19. **The question "Is the information recent?" is the test for explaining why *The New York Times* is a more valid source than the *National Enquirer*.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-19
Page Ref: 276-277
Answer: b. False
- 11.2-20. **Questions such as "Are the author's identify and qualifications evident?" and "Does the site account for opposing points of view?" can help you determine the validity of internet research.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-20
Page Ref: 278
Answer: a. True
- 11.2-21. **"The Volvo is the best family vehicle in the market" is a claim of fact.**
a. True
b. False
Difficulty: 1
Question ID: 11.2-21
Page Ref: 279
Answer: b. False

- 11.2-22. **"You should floss your teeth every morning and every night before you go to sleep" is a claim of policy.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-22

Page Ref: 279

Answer: a. True

- 11.2-23. **When presenting an argument, you should state your claim, support your claim with evidence, and provide reasons why your evidence supports your claim.**

- a. True
- b. False

Difficulty: 1

Question ID: 11.2-23

Page Ref: 279-280

Answer: a. True

- 11.2-24. **When you provide reasons why your evidence supports your claim in an argument, you are explaining the argument's warrant.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-24

Page Ref: 279-280

Answer: a. True

- 11.2-25. **Refutation is the process of presenting an argument's claim, evidence, and warrant.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-25

Page Ref: 280-281

Answer: b. False

- 11.2-26. **When refuting an argument, make sure you have assessed whether the argument's evidence supports the claim or is faulty.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-26

Page Ref: 280-281

Answer: a. True

- 11.2-27. **The faulty cause fallacy is the basis for many superstitions.**
- a. True
b. False
- Difficulty:** 3
Question ID: 11.2-27
Page Ref: 281-283
Answer: a. True
- 11.2-28. **The following fallacy is an example of appeal to tradition: "Who are you to support our troops? As I recall, you were arrested at an anti-war demonstration in the early 1970s."**
- a. True
b. False
- Difficulty:** 2
Question ID: 11.2-28
Page Ref: 281-283
Answer: b. False
- 11.2-29. **The *ad hominem* fallacy involves attacking a person rather than the substance of that person's argument.**
- a. True
b. False
- Difficulty:** 2
Question ID: 11.2-29
Page Ref: 281-283
Answer: a. True
- 11.2-30. **The following fallacy is an example of a faulty analogy: "Last semester I had an excellent student whose last name was Whipple. This semester I have another student by that name, and I'm expecting good work from her."**
- a. True
b. False
- Difficulty:** 2
Question ID: 11.2-30
Page Ref: 281-283
Answer: a. True
- 11.2-31. **The following fallacy is an example of an appeal to popularity: "Everybody I've talked to on my street intends to vote for Ms. Kullen. I'm sure she'll win."**
- a. True
b. False
- Difficulty:** 2
Question ID: 11.2-31
Page Ref: 281-283
Answer: b. False

- 11.2-32. **An appeal to tradition is a fallacy that justifies an action because many others do the same thing or share the same opinion.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-32
Page Ref: 281-283
Answer: b. False
- 11.2-33. **Men are more likely than women to use evidence in arguments.**
a. True
b. False
Difficulty: 3
Question ID: 11.2-33
Page Ref: 283
Answer: b. False
- 11.2-34. **In general, women tend to search out more different perspectives in argument than do men.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-34
Page Ref: 283
Answer: a. True
- 11.2-35. **During the course of an argument, men are much more likely to search out many different perspectives on a subject as well as ask questions.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-35
Page Ref: 283
Answer: b. False
- 11.2-36. **One of the most significant cultural differences in argumentation is the way people use evidence to support a claim.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-36
Page Ref: 283-284
Answer: a. True

- 11.2-37. **Rybacki and Rybacki's 4 ethical responsibilities in argumentation focus on claims of fact, conjecture, value, and policy.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-37
Page Ref: 284
Answer: b. False
- 11.2-38. **When ethical arguers look beyond their own needs and consider the circumstances of others, they are demonstrating the common good responsibility for ethical argumentation.**
a. True
b. False
Difficulty: 1
Question ID: 11.2-38
Page Ref: 284
Answer: a. True
- 11.2-39. **In effective arguments, group members should use logical reasoning rather than engaging emotional intelligence to make effective decisions.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-39
Page Ref: 285-286
Answer: b. False
- 11.2-40. **Researchers such as Daniel Goleman and Antonio Damasio claim that feelings and emotions are indispensable for rational decision making.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-40
Page Ref: 286
Answer: a. True
- 11.2-41. **Self-awareness, self-regulation, self-confidence, and self-control characterize emotional intelligence.**
a. True
b. False
Difficulty: 2
Question ID: 11.2-41
Page Ref: 285
Answer: a. True

11.2-42. **Self-concept, self-disclosure, self-assertion, and selflessness characterize emotional intelligence.**

- a. True
- b. False

Difficulty: 2

Question ID: 11.2-42

Page Ref: 285

Answer: b. False

TEST BANK CHAPTER 12: PLANNING AND CONDUCTING MEETINGS**Multiple Choice**

12.1-1. Which of the following reasons is sound justification for scheduling or attending a group meeting?

- a. You hate to write reports and memos.
- b. You prefer not to do the research yourself.
- c. You feel lost without colleagues.
- d. Group input and interaction are critical.
- e. all of the above

Difficulty: 1

Question ID: 12.1-01

Page Ref: 293

Answer: d. Group input and interaction are critical.

12.1-2. Which two group dialectics are particularly relevant when planning and conducting meetings?

- a. structure ↔ spontaneity and leadership ↔ followership
- b. individual goals ↔ group goals and conformity ↔ nonconformity
- c. heterogeneous ↔ homogeneous and conflict ↔ cohesion
- d. engaged ↔ disengaged and open system ↔ closed system
- e. both b and c

Difficulty: 2

Question ID: 12.1-02

Page Ref: 293

Answer: a. structure ↔ spontaneity and leadership ↔ followership

12.1-3. Which of the following answers depicts the 3 elements of a meeting described in the textbook?

- a. structure, leadership, followership
- b. structure, schedule, chairperson
- c. conflict, cohesion, engagement
- d. members, leaders, engagement
- e. chairperson, agenda, minutes

Difficulty: 2

Question ID: 12.1-03

Page Ref: 293-294

Answer: b. structure, schedule, chairperson

12.1-4. The meeting planning questions in your textbook include all of the following EXCEPT

- a. Why are we meeting?
- b. Who should attend the meeting?
- c. How should we write the agenda?
- d. When and where should we meet?
- e. What materials do we need?

Difficulty: 2

Question ID: 12.1-04

Page Ref: 294

Answer: c. How should we write the agenda?

12.1-5. **All of the following criteria should be considered when determining who should be invited to a meeting EXCEPT**

- a. individuals who will be affected directly by the outcome.
- b. individuals with special expertise.
- c. individuals who disagree or represent minority viewpoints.
- d. individuals who have the power to implement decisions.
- e. individuals who are uninvolved in the issues scheduled for discussion.

Difficulty: 1

Question ID: 12.1-05

Page Ref: 296

Answer: e. individuals who are uninvolved in the issues scheduled for discussion.

12.1-6. _____ is the outline of items to be discussed and the tasks to be accomplished at a meeting.

- a. A set of minutes
- b. An action item
- c. An agenda
- d. A report
- e. A call to order

Difficulty: 1

Question ID: 12.1-06

Page Ref: 296

Answer: c. An agenda

12.1-7. At what point in the agenda does a chairperson officially begin a meeting?

- a. at the call to order
- b. during the approval of the agenda
- c. during the approval of the previous meeting's minutes
- d. after reports from individuals and subcommittees
- e. after unfinished business is completed

Difficulty: 2

Question ID: 12.1-07

Page Ref: 298

Answer: a. at the call to order

12.1-8. **The Committee to Save the Park began a discussion of plans to organize a park clean-up day. There was not enough time during the meeting to finish the discussion. In what part of the agenda for the next meeting should this issue appear?**

- a. call to order
- b. reports from individuals and subcommittees
- c. unfinished business
- d. new business
- e. announcements

Difficulty: 1

Question ID: 12.1-08

Page Ref: 298

Answer: c. unfinished business

12.1-9. **At what point in a business meeting should group members approve the agenda and minutes?**

- a. right after the call to order
- b. right after routine reports are shared
- c. before the discussion of unfinished business
- d. before the discussion of new business
- e. right before final announcements by members

Difficulty: 2

Question ID: 12.1-09

Page Ref: 298

Answer: a. right after the call to order

12.1-10. **According to the guidelines presented in the textbook, when is the best time to address important and difficult issues?**

- a. at the beginning of the meeting
- b. during the middle portion of the meeting
- c. during the last third of the meeting
- d. at the end of the meeting
- e. these items do not need to be placed on the agenda

Difficulty: 2

Question ID: 12.1-10

Page Ref: 298

Answer: b. during the middle portion of the meeting

12.1-11. **The elections committee of the Student Government Council is making preparations for the upcoming campus elections. During what part of the agenda should the elections committee chairperson report on the status of the committee's work?**

- a. call to order
- b. unfinished business
- c. new business
- d. announcements
- e. reports from individuals and subcommittees

Difficulty: 1

Question ID: 12.1-11

Page Ref: 298

Answer: e. reports from individuals and subcommittees

12.1-12. **The chairperson of a meeting should**

- a. notify everyone who should attend.
- b. prepare for participation in the discussion.
- c. distribute minutes and reports after the meeting.
- d. keep the group focused on the task.
- e. do all of the above.

Difficulty: 2

Question ID: 12.1-12

Page Ref: 299-301

Answer: e. do all of the above.

12.1-13. The person appointed or elected to conduct a meeting is the

- a. group leader.
- b. dominator.
- c. chairperson.
- d. nonparticipant.
- e. recorder.

Difficulty: 1

Question ID: 12.1-13

Page Ref: 299

Answer: c. chairperson.

12.1-14. In order to keep a meeting moving at a comfortable pace, the chairperson should

- a. review the agenda with all members.
- b. distribute materials needed for the discussion of issues.
- c. ask members to evaluate the meeting at the end of the meeting.
- d. begin on time without waiting for latecomers.
- e. avoid placing a time limit on each agenda item.

Difficulty: 2

Question ID: 12.1-14

Page Ref: 300

Answer: d. begin on time without waiting for latecomers.

12.1-15. Your textbook suggests all of the following strategies for keeping a meeting moving at a comfortable pace EXCEPT

- a. Do not begin the meeting until all the important group members are present.
- b. Stick to the agenda.
- c. Place a time limit on each agenda item.
- d. Stay focused on the meeting's goal.
- e. Schedule another meeting to discuss unfinished business.

Difficulty: 2

Question ID: 12.1-15

Page Ref: 300

Answer: a. Do not begin the meeting until all the important group members are present.

12.1-16. When members are late to a meeting, the chairperson should

- a. wait to start until all members have arrived.
- b. review what has been accomplished whenever a latecomer arrives.
- c. let latecomers sit without participating until they have observed enough to be able to contribute.
- d. publicly reprimand latecomers.
- e. assign latecomers tasks that no one else wants to do.

Difficulty: 2

Question ID: 12.1-16

Page Ref: 300

Answer: c. let latecomers sit without participating until they have observed enough to be able to contribute.

12.1-17. **All of the following labels represent how member behavior can disrupt a meeting EXCEPT**

- a. loudmouth.
- b. interrupter.
- c. whisperer.
- d. latecomer.
- e. tension releaser.

Difficulty: 2

Question ID: 12.1-17

Page Ref: 301-302

Answer: e. tension releaser.

12.1-18. **What does your textbook suggest a group can do to curb the disruptive behavior of a loudmouth?**

- a. Interrupt the loudmouth.
- b. Have that person take minutes.
- c. Acknowledge that you understand the person's positions.
- d. Ask for viewpoints from other members.
- e. Do any or all of the above.

Difficulty: 2

Question ID: 12.1-18

Page Ref: 301

Answer: e. Do any or all of the above.

12.1-19. **A sentence such as "Let Debbo finish her point first, and then we'll hear other viewpoints" can help a group deal with a member whose disruptive behavior fits the description of a**

- a. loudmouth.
- b. interrupter.
- c. whisperer.
- d. latecomer.
- e. tension releaser.

Difficulty: 2

Question ID: 12.1-19

Page Ref: 301-302

Answer: b. interrupter.

- 12.1-20. **Deborah Duarte and Nancy Snyder point out that "technology cannot make up for poor planning or ill-conceived meetings. In fact, it can make the situation worse. " In order to avoid such problems in a virtual meeting, you should**
- a. begin a virtual meeting by sharing the meeting agenda.
 - b. invite more people to participate because virtual meeting are typically not restricted in size due to the number of seats in a conference room.
 - c. make sure that participants have access to the technology and know how to use it effectively.
 - d. use technology you've used before so you don't have to worry about testing it prior to meeting with the group.
 - e. use all of the above.

Difficulty: 2

Question ID: 12.1-20

Page Ref: 303

Answer: c. make sure that participants have access to the technology and know how to use it effectively.

- 12.1-21. **The written record of a group's discussion and activities is referred to as**

- a. the minutes.
- b. an action item.
- c. an agenda.
- d. a report.
- e. a call to order.

Difficulty: 1

Question ID: 12.1-21

Page Ref: 303

Answer: a. the minutes.

- 12.1-22. **All of the following statements about the minutes of a meeting are true EXCEPT**

- a. The format of the minutes should follow the format of the agenda.
- b. The more formal the meeting, the more information should be included in the minutes.
- c. The minutes should be accurate and impartial.
- d. The minutes should be a word-for-word record of everything that members say.
- e. The chairperson should delegate the task of taking minutes to another member.

Difficulty: 1

Question ID: 12.1-22

Page Ref: 304, 307

Answer: d. The minutes should be a word-for-word record of everything that members say.

12.1-23. **All of the following guiding principles form the basis for parliamentary procedure EXCEPT**

- a. The group uses a 2/3 vote to ensure that the majority rules.
- b. The group accepts the will of the majority even though some members do not like that decision.
- c. The group follows an approved agenda that promotes orderly business.
- d. The group protects the rights of all members by guaranteeing everyone the right to speak.
- e. The group balances speaking time and opportunities between members who support and those who oppose a proposal.

Difficulty: 2

Question ID: 12.1-23

Page Ref: 306

Answer: a. The group uses a 2/3 vote to ensure that the majority rules.

12.1-24. **Complexity Theory helps explain**

- a. why groups need agendas to structure their meetings.
- b. why groups should rely on minutes to make sure that assigned tasks are completed.
- c. why groups need to balance dialectic tensions.
- d. why groups hold long, unnecessary meetings.
- e. why groups should ask why, who, when, where, and what questions as part of the meeting planning process.

Difficulty: 3

Question ID: 12.1-24

Page Ref: 308

Answer: c. why groups need to balance dialectic tensions.

True/False

12.2-1. **If there is nothing important to talk about, a meeting can do more harm than good.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-01

Page Ref: 293

Answer: a. True

12.2-2. **A coincidental gathering of group members does not constitute a meeting.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-02

Page Ref: 293

Answer: a. True

12.2-3. The chairperson of a meeting is always the group's leader.

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-03

Page Ref: 294

Answer: b. False

12.2-4. A chairperson's job is complete when a meeting adjourns.

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-04

Page Ref: 299-301

Answer: b. False

12.2-5. One study concluded that "there is a direct correlation between time spent each week in meetings and an employee's desire to find another job."

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-05

Page Ref: 293

Answer: a. True

12.2-6. Questions such as "Is an immediate decision needed?" and "Are members prepared to discuss the topic?" should be asked when determining the Meeting Planning Question "Why are we meeting?"

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-06

Page Ref: 294

Answer: a. True

12.2-7. In general, the optimal meeting length is one hour.

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-07

Page Ref: 296

Answer: a. True

12.2-8. **All meetings follow the traditional sequence of business agenda items.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-08

Page Ref: 297

Answer: b. False

12.2-9. **After group members approve a business meeting's agenda and minutes, the next step is to take up new business.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-09

Page Ref: 296

Answer: b. False

12.2-10. **You should balance the sequence of discussion topics in an agenda by putting important and difficult items at the very beginning of the meeting.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-10

Page Ref: 298

Answer: b. False

12.2-11. **A business agenda should include several items including a call to order, approval of the agenda, reports, unfinished business, and new business.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-11

Page Ref: 298

Answer: a. True

12.2-12. **Once the chairperson has prepared an agenda, group members should not request modifications or additions before or during the meeting.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-12

Page Ref: 298, 300

Answer: b. False

- 12.2-13. **A meeting's official chairperson is responsible for reviewing the minutes, distributing the minutes of the meeting, and sending any reports that were prepared.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-13

Page Ref: 300

Answer: a. True

- 12.2-14. **If members come late to a scheduled meeting, they should sit without participating until they have observed enough of the meeting's discussion to contribute responsibly.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-14

Page Ref: 300, 302

Answer: a. True

- 12.2-15. **Effective groups learn how to adapt to member misbehaviors.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-15

Page Ref: 301

Answer: a. True

- 12.2-16. **By looking through a group's minutes over a period of time, you can learn about the group's activities and measure how productive the group has been.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-16

Page Ref: 303

Answer: a. True

- 12.2-17. **The person assigned as a meeting recorder should make sure to word decisions, motions, action items, and deadlines exactly as the group makes them.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-17

Page Ref: 304

Answer: a. True

12.2-18. **The person assigned as a meeting recorder is responsible for reviewing the minutes, distributing the minutes of the meeting, and sending any reports that were prepared.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-18

Page Ref: 304

Answer: b. False

12.2-19. **The person assigned as a meeting recorder can leave some members' comments "off the record" if the group decides that the comments are irrelevant or inappropriate.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-19

Page Ref: 307

Answer: a. True

12.2-20. ***Robert's Rules of Order* is considered the "parliamentary bible" by many organizations.**

- a. True
- b. False

Difficulty: 1

Question ID: 12.2-20

Page Ref: 305

Answer: a. True

12.2-21. **Regardless of the complexity or importance of an issue, parliamentary rules state that a group must accept the will of the majority even if the majority wins by only 1 vote.**

- a. True
- b. False

Difficulty: 2

Question ID: 12.2-21

Page Ref: 306

Answer: a. True

TEST BANK CHAPTER 13: MAKING PRESENTATIONS IN GROUPS

Multiple Choice

13.1-1. **Which key element of presentation speaking is represented by the guiding principle "enhance your believability"?**

- a. audience
- b. credibility
- c. logistics
- d. content
- e. performance

Difficulty: 2

Question ID: 13.1-01

Page Ref: 316

Answer: b. credibility

13.1-2. **Which key element of presentation speaking is represented by the guiding principle "select appropriate ideas and information"?**

- a. purpose
- b. audience
- c. logistics
- d. content
- e. organization

Difficulty: 1

Question ID: 13.1-02

Page Ref: 316

Answer: d. content

13.1-3. **What question should you ask when determining a presentation's purpose?**

- a. Is there a natural order to the ideas and information you want to include in your presentation?
- b. What do you want listeners to know, think, believe, or do as a result of your presentation?
- c. How can you use information about your listeners to improve your presentation?
- d. Where and how can you find good ideas and information for your presentation?
- e. How can you adapt to the place where you will be speaking?

Difficulty: 2

Question ID: 13.1-03

Page Ref: 316

Answer: b. What do you want listeners to know, think, believe, or do as a result of your presentation?

13.1-4. **Which of the following items will a speaker examine when analyzing the demographic traits of an audience or group of listeners?**

- a. gender
- b. job titles
- c. special interests
- d. relationships with other members
- e. length of group membership

Difficulty: 2

Question ID: 13.1-04

Page Ref: 316-317

Answer: a. gender

13.1-5. **Which of the following items will a speaker examine when analyzing the individual attributes of an audience or group of listeners?**

- a. gender
- b. job titles
- c. race
- d. religion
- e. ethnicity

Difficulty: 2

Question ID: 13.1-05

Page Ref: 316-317

Answer: b. job titles

13.1-6. **When you identify a belief or value that you share with audience members who disagree, you have found a basis for**

- a. demographic traits.
- b. individual attributes.
- c. claim of value.
- d. common ground.
- e. personal credibility.

Difficulty: 2

Question ID: 13.1-06

Page Ref: 317

Answer: d. common ground.

13.1-7. **All of the following answers constitute an aspect of an audience's demographics EXCEPT**

- a. age.
- b. gender.
- c. race.
- d. knowledge.
- e. religion.

Difficulty: 3

Question ID: 13.1-07

Page Ref: 316-317

Answer: d. knowledge.

13.1-8. **If, when analyzing your listeners' opinions, you discover that most of them disagree with you, which of the following strategies would be most successful in adapting to or changing their attitudes?**

- a. Present a lot of information.
- b. Summarize important ideas.
- c. Make sure the goal of your presentation is realistic.
- d. Motivate the audience to listen.
- e. none of the above

Difficulty: 2

Question ID: 13.1-08

Page Ref: 317

Answer: c. Make sure the goal of your presentation is realistic.

13.1-9. **If, at the end of your presentation, listeners conclude that you lack expertise on the subject and that they have reason to question your honesty and sincerity, you have failed to devote enough attention to**

- a. people.
- b. place.
- c. planning.
- d. performance.
- e. credibility.

Difficulty: 2

Question ID: 13.1-09

Page Ref: 317-318

Answer: e. credibility.

13.1-10. **The textbook identifies 3 major factors that contribute to a speaker's credibility.**

What are they?

- a. competence, character, and caring
- b. attitude, appearance, and delivery
- c. demographics, individual, and personal attributes
- d. common ground, competence, and reason giving
- e. purpose, logistics, and content

Difficulty: 2

Question ID: 13.1-10

Page Ref: 318

Answer: a. competence, character, and caring

13.1-11. **Aristotle's concept of ethos has evolved into what communication scholars now call**

- a. purpose.
- b. audience.
- c. content.
- d. credibility.
- e. performance.

Difficulty: 2

Question ID: 13.1-11

Page Ref: 318

Answer: d. credibility.

13.1-12. **"What is the size and shape of the room? Do I need a microphone? Will I make the presentation in the morning or afternoon? What is my time limit?" Which oral presentation guideline is addressed by these questions?**

- a. logistics
- b. content
- c. organization
- d. performance
- e. purpose

Difficulty: 2

Question ID: 13.1-12

Page Ref: 319

Answer: a. logistics

13.1-13. **Regardless of whether you have 5 minutes or 1 hour for your presentation, do not add more than _____% to your allotted time.**

- a. 5
- b. 10
- c. 15
- d. 20
- e. 50

Difficulty: 2

Question ID: 13.1-13

Page Ref: 319

Answer: a. 5

13.1-14. **Which organizational pattern would probably be most effective for a presentation designed to explain a company's hiring procedures step by step?**

- a. time arrangement
- b. space arrangement
- c. problem-solution
- d. comparison-contrast
- e. causes and effects

Difficulty: 3

Question ID: 13.1-14

Page Ref: 320

Answer: a. time arrangement

13.1-15. **Which organizational pattern would probably be most effective for a presentation that explains why trash recycling is needed and how the community can implement a more effective recycling program?**

- a. time arrangement
- b. space arrangement
- c. problem-solution
- d. comparison-contrast
- e. causes and effects

Difficulty: 2

Question ID: 13.1-15

Page Ref: 320

Answer: c. problem-solution

- 13.1-16. **Which organizational pattern would probably be most effective for a presentation describing the hardships experienced by undocumented workers who do not seek medical care when they are very ill?**
- a. reason giving
 - b. problem-solution
 - c. causes and effects
 - d. stories and examples
 - e. compare-contrast
- Difficulty:** 3
Question ID: 13.1-16
Page Ref: 320
Answer: c. causes and effects
- 13.1-17. **Which organizational pattern would probably be most effective for a presentation assessing the merits of 2 political candidates?**
- a. time arrangement
 - b. space arrangement
 - c. problem-solution
 - d. compare and contrast
 - e. cause and effect
- Difficulty:** 2
Question ID: 13.1-17
Page Ref: 320
Answer: d. compare and contrast
- 13.1-18. **Which organizational pattern would probably be most effective for a presentation examining 6 school systems and how public school funding varies based on the location and wealth of each school system's community?**
- a. time arrangement
 - b. space arrangement
 - c. problem-solution
 - d. topical
 - e. cause and effect
- Difficulty:** 2
Question ID: 13.1-18
Page Ref: 320
Answer: b. space arrangement
- 13.1-19. **An effective outline for a presentation should include**
- a. the central idea.
 - b. the main points of the presentation.
 - c. indications of supporting material.
 - d. an introduction and conclusion.
 - e. all of the above.
- Difficulty:** 1
Question ID: 13.1-19
Page Ref: 320
Answer: e. all of the above.

13.1-20. _____ is the most common form of presentation delivery.

- a. Impromptu speaking
- b. Extemporaneous speaking
- c. Manuscript speaking
- d. Memorized speaking
- e. None of the above

Difficulty: 2

Question ID: 13.1-20

Page Ref: 322-323

Answer: b. Extemporaneous speaking

13.1-21. In general, the best rate for presentation speaking is _____ words per minute.

- a. 100–130
- b. 125–150
- c. 140–180
- d. 160–200
- e. 200–240

Difficulty: 2

Question ID: 13.1-21

Page Ref: 323

Answer: c. 140–180

13.1-22. According to your textbook, which of the following answers is the most important physical characteristic in a presentation?

- a. eye contact
- b. articulation
- c. volume
- d. rate of speaking
- e. pronunciation

Difficulty: 2

Question ID: 13.1-22

Page Ref: 323

Answer: a. eye contact

13.1-23. In a presentation to the county council, a group consisting of the parent of a disabled child, the director of the local disabilities commission, the school superintendent, and a disabled adult working at a local grocery store are given a total of 20 minutes to present and justify their request for better quality disability services. This presentation is an example of

- a. extemporaneous delivery.
- b. a business agenda.
- c. a panel discussion.
- d. a team presentation.
- e. a forum.

Difficulty: 1

Question ID: 13.1-23

Page Ref: 324-325

Answer: d. a team presentation.

13.1-24. **Which element of presentation speaking is represented by the following guideline for a team presentation: "Practice until the team presentation approaches perfection"?**

- a. purpose
- b. performance
- c. credibility
- d. content
- e. organization

Difficulty: 1

Question ID: 13.1-24

Page Ref: 325

Answer: b. performance

13.1-25. **All of the following answers are guidelines for handling a question-and-answer session after an individual or team presentation EXCEPT**

- a. Don't change the subject.
- b. Be specific.
- c. Provide the most comprehensive answer possible.
- d. Be honest. If you don't know the answer, admit it.
- e. Be brief.

Difficulty: 2

Question ID: 13.1-25

Page Ref: 326-327

Answer: c. Provide the most comprehensive answer possible.

13.1-26. **Your book makes 2 recommendations to help you "exercise restraint" when designing presentation slides. One of those recommendations is**

- a. use no more than 2 typefaces.
- b. avoid type that is smaller than 18 points.
- c. use no more than 1 slide per minute.
- d. make only 1 point on each slide.
- e. choose a modest background that will not compete with your words, charts, or graphics.

Difficulty: 2

Question ID: 13.1-26

Page Ref: 328-330

Answer: d. make only 1 point on each slide.

13.1-27. **Your textbook makes 2 recommendations to help you "exercise restraint" when designing presentation slides. One of those recommendations is**

- a. avoid the fancy, but difficult-to-read fonts.
- b. use common typefaces such as Arial and Times Roman.
- c. follow the 6-by-6 rule.
- d. respect copyright laws when choosing graphics from other sources.
- e. use type that is larger than 36 points.

Difficulty: 2

Question ID: 13.1-27

Page Ref: 328

Answer: c. follow the 6-by-6 rule.

13.1-28. **Edward Tufte, a well-respected graphic designer, criticizes PowerPoint because**

- a. it allows you to use words, charts, graphics, sound, and animation in a single presentation.
- b. when professors put their lecturers on PowerPoint, students are bored or even fall asleep.
- c. it disrupts, dominates, and trivializes content.
- d. paper handouts are better than PowerPoint.
- e. speakers often break copyright laws when using images from web sources.

Difficulty: 2

Question ID: 13.1-28

Page Ref: 330-331

Answer: c. it disrupts, dominates, and trivializes content.

13.1-29. **When displaying presentation aids, which of the following delivery techniques should you use when presenting a set of slides?**

- a. Display the slide, and then explain the point.
- b. Follow the 12x10 rule.
- c. Use multiple typefaces.
- d. Summarize your slide so listeners will not take the time to read it word-for-word.
- e. Use a lot of sound and animation to spice up the presentation.

Difficulty: 2

Question ID: 13.1-29

Page Ref: 330-331

Answer: a. Display the slide, and then explain the point.

True/False

13.2-1. **Group presentations include those you give to group members in the group's meeting and those you give to a nongroup audience on behalf of your group.**

- a. True
- b. False

Difficulty: 2

Question ID: 13.2-01

Page Ref: 314

Answer: a. True

13.2-2. **The key elements of presentation speaking are purpose, audience, credibility, logistics, content, organization, and performance.**

- a. True
- b. False

Difficulty: 1

Question ID: 13.2-02

Page Ref: 316

Answer: a. True

13.2-3. **Selecting appropriate content is the first and most important step in developing a successful presentation.**

- a. True
- b. False

Difficulty: 2

Question ID: 13.2-03

Page Ref: 316

Answer: b. False

13.2-4. **A presentation's purpose answers the question "What do I want my listeners to know, think, believe, or do as a result of my presentation?"**

- a. True
- b. False

Difficulty: 2

Question ID: 13.2-04

Page Ref: 316

Answer: a. True

13.2-5. **A presentation's purpose answers the question "How can I connect with my audience and enhance my believability?"**

- a. True
- b. False

Difficulty: 2

Question ID: 13.2-05

Page Ref: 316

Answer: b. False

13.2-6. **Demographic traits include age, gender, race, ethnicity, religion, and marital status.**

- a. True
- b. False

Difficulty: 1

Question ID: 13.2-06

Page Ref: 316

Answer: a. True

13.2-7. **The individual attributes of audience members include age, gender, ethnicity, religion, and marital status.**

- a. True
- b. False

Difficulty: 2

Question ID: 13.2-07

Page Ref: 317

Answer: b. False

- 13.2-8. **If most of your listeners agree with you or are undecided, focus on introducing new information or summarizing important idea and arguments.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-08
Page Ref: 317
Answer: a. True
- 13.2-9. **If most of your listeners disagree with you, focus on introducing new information and summarizing important ideas and arguments.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-09
Page Ref: 317
Answer: b. False
- 13.2-10. **When trying to find common ground with listeners, find a belief or value that you share with those who disagree with you.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-10
Page Ref: 317
Answer: a. True
- 13.2-11. **If most of your listeners disagree with you, make sure you have set realistic goals for your presentation.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-11
Page Ref: 317
Answer: a. True
- 13.2-12. **If your listeners agree with you or are undecided, the 2 best strategies to use are finding common ground and setting modest, realistic goals.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-12
Page Ref: 317
Answer: b. False

- 13.2-13. **Your credibility as a speaker represents the extent to which listeners believe you and the things you say.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-13
Page Ref: 318
Answer: a. True
- 13.2-14. **According to researchers, the 3 components of speaker credibility are likability, attractiveness, and immediacy.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-14
Page Ref: 318
Answer: b. False
- 13.2-15. **Aristotle's concept of ethos has evolved into what we now call speaker content.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-15
Page Ref: 318
Answer: b. False
- 13.2-16. **If you are not a recognized expert on a subject, you should try to demonstrate that you are well-prepared to address the subject.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-16
Page Ref: 318
Answer: a. True
- 13.2-17. **A presentation's logistics refers to the strategic planning, arranging, and use of people, facilities, time, and materials relevant to your presentation.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-17
Page Ref: 319
Answer: a. True

- 13.2-18. **An effective presentation on how to fill out a social security application should use time arrangement as an organizational pattern.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-18
Page Ref: 320
Answer: a. True
- 13.2-19. **An effective presentation that focuses on explaining why global warming increased significantly in the 20th century should use a causes and effects organizational pattern.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-19
Page Ref: 320
Answer: a. True
- 13.2-20. **An effective presentation that summarizes the arguments used by those who support and oppose the teaching of evolution in public schools should use a problem-solution organizational pattern.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-20
Page Ref: 320
Answer: b. False
- 13.2-21. **An effective presentation that informs an audience about ways to prevent children from being exposed to the dangers of online pornography should use a problem-solution organizational pattern.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-21
Page Ref: 320
Answer: a. True
- 13.2-22. **If 1 of the main points in your presentation is not as strong as 2 others, place it in the middle position of your presentation outline.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-22
Page Ref: 321
Answer: a. True

- 13.2-23. **Extemporaneous speaking involves using an outline or a set of notes to guide you through your presentation.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-23
Page Ref: 322-323
Answer: a. True
- 13.2-24. **Impromptu speaking is a form of delivery in which a speaker does not have time to prepare or practice a presentation in advance.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-24
Page Ref: 322-323
Answer: a. True
- 13.2-25. **Reading from the script of your presentation ensures that your presentation will be accurate and well received by your audience.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-25
Page Ref: 323
Answer: b. False
- 13.2-26. **The most tolerable and useful all-purpose rate of presentation speaking is 180–250 words per minute.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-26
Page Ref: 323
Answer: b. False
- 13.2-27. **The only kind of eye contact that successfully establishes the feeling of connection with audience members is a reasonably long, in-focus look at individual listeners.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-27
Page Ref: 323
Answer: a. True

- 13.2-28. **In audioconferences, you must rely on your voice to communicate your meaning and emotions.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-28
Page Ref: 324
Answer: a. True
- 13.2-29. **As is the case with individual presentations, an effective team presentation should follow the 7 elements and guiding principles of presentation speaking.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-29
Page Ref: 325
Answer: a. True
- 13.2-30. **Team presentations save time, effort, and money for those preparing and making the presentation.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-30
Page Ref: 326
Answer: b. False
- 13.2-31. **When answering questions in a question-and-answer session, a speaker should be brief, honest, and specific.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-31
Page Ref: 327
Answer: a. True
- 13.2-32. **If you want to make sure that audience members participate in a question-and-answer session, begin each session with the following question: "Are there any questions?"**
a. True
b. False
Difficulty: 2
Question ID: 13.2-32
Page Ref: 327
Answer: b. False

- 13.2-33. **If, despite your best efforts, you don't get any questions in a question-and-answer session, be prepared with some of your own.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-33
Page Ref: 327
Answer: a. True
- 13.2-34. **The 6-by-6 rule says you should not display more than 6 computer-generated slides in 6 minutes of speaking time.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-34
Page Ref: 328
Answer: b. False
- 13.2-35. **Do not use more than 2 different fonts on a single slide.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-35
Page Ref: 328
Answer: a. True
- 13.2-36. **When preparing computer slides, avoid type that is smaller than 24 points.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-36
Page Ref: 329
Answer: a. True
- 13.2-37. **In general, avoid using a variety of background sound effects or music when supporting your presentation with computer-generated slides.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-37
Page Ref: 330
Answer: a. True

- 13.2-38. **The use of PowerPoint to create presentation slides has been criticized because it is less interesting than a live speaker.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-38
Page Ref: 330
Answer: b. False
- 13.2-39. **The use of PowerPoint to create presentation slides has been criticized because it often dominates and trivializes content.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-39
Page Ref: 330
Answer: a. True
- 13.2-40. **A survey of college students about the ways in which their professors use PowerPoint found that many professors cram slides with text and then recite the text during class.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-40
Page Ref: 331
Answer: a. True
- 13.2-41. **Paper handouts cannot show text, numbers, data, graphics, and images more effectively than slides can.**
a. True
b. False
Difficulty: 2
Question ID: 13.2-41
Page Ref: 331
Answer: b. False
- 13.2-42. **As a back-up plan, you should always be prepared to make a presentation without your presentation aids.**
a. True
b. False
Difficulty: 1
Question ID: 13.2-42
Page Ref: 331
Answer: a. True

TEST BANK CHAPTER 14: TECHNOLOGY AND VIRTUAL GROUPS**Multiple Choice**

14.1-1. **Which country is the most wired nation on the planet?**

- a. Japan
- b. South Korea
- c. the United States
- d. Israel
- e. Australia

Difficulty: 2

Question ID: 14.1-01

Page Ref: 338

Answer: b. South Korea

14.1-2. **A study by Staples and Webster identifies several "best practices" that can significantly improve group performance and member satisfaction in virtual groups. Which of the following answers is NOT one of their best practices?**

- a. We have the right people, skills, and funding to achieve our goal.
- b. We have members who prefer to work in virtual groups rather than in face-to-face meetings.
- c. We have adequate electronic communication skills training.
- d. We have adequate remote coordination skills training.
- e. We have appropriate and effective information technology and support.

Difficulty: 3

Question ID: 14.1-02

Page Ref: 340

Answer: b. We have members who prefer to work in virtual groups rather than in face-to-face meetings.

14.1-3. **Media Rich Theory claims that**

- a. virtual teams have access to multiple technologies including synchronous and asynchronous media.
- b. text messaging will become the most popular medium for interpersonal communication.
- c. teleconferencing is the richest medium for group interaction because members can see and hear one another.
- d. face-to-face group communication is often the most successful because it is the richest communication medium.
- e. PowerPoint is the richest medium because it uses sight, sound, and animation to communicate messages.

Difficulty: 3

Question ID: 14.1-03

Page Ref: 341

Answer: d. face-to-face group communication is often the most successful because it is the richest communication medium.

14.1-4. **Computer conferences that occur simultaneously in real time are examples of**

- a. parallel communication.
- b. serial communication.
- c. synchronous communication.
- d. asynchronous communication.
- e. all of the above.

Difficulty: 2

Question ID: 14.1-04

Page Ref: 342

Answer: c. synchronous communication.

14.1-5. **Email is an example of**

- a. parallel communication.
- b. concurrent communication.
- c. synchronous communication.
- d. asynchronous communication.
- e. all of the above.

Difficulty: 2

Question ID: 14.1-05

Page Ref: 342

Answer: d. asynchronous communication.

14.1-6. **Which of the following answers describes a characteristic of asynchronous communication?**

- a. It is linear.
- b. Immediate feedback is not received.
- c. It is not interactive.
- d. It is more deliberate than synchronous communication.
- e. all of the above

Difficulty: 2

Question ID: 14.1-06

Page Ref: 342

Answer: e. all of the above

14.1-7. **Which of the following statements best explains an advantage of synchronous communication?**

- a. There is more time to compose responses.
- b. Documents are easier to review and edit.
- c. There is more spontaneous and dynamic interaction.
- d. Members can schedule a convenient time to respond to messages.
- e. It is easier to set up a synchronous virtual meeting.

Difficulty: 2

Question ID: 14.1-07

Page Ref: 342

Answer: c. There is more spontaneous and dynamic interaction.

14.1-8. **Which group dialectic is represented in Patricia Wallace's concept of group polarization?**

- a. engaged ↔ disengaged
- b. task dimensions ↔ social dimensions
- c. conformity ↔ nonconformity
- d. leadership ↔ followership
- e. homogeneous ↔ heterogeneous

Difficulty: 3

Question ID: 14.1-08

Page Ref: 343

Answer: c. conformity ↔ nonconformity

14.1-9. **Group polarization often intensifies in virtual groups because**

- a. group members feel free to self-disclose in virtual groups.
- b. the content of messages in virtual groups tends to be less controversial.
- c. there are fewer nonverbal cues to moderate members' opinions and behavior.
- d. virtual messages tend to be more humorous.
- e. group members feel more independent from one another.

Difficulty: 3

Question ID: 14.1-09

Page Ref: 343

Answer: c. there are fewer nonverbal cues to moderate members' opinions and behavior.

14.1-10. **Some group members find it easier, more comfortable, and safer expressing disapproval and disagreement online than in face-to-face situations. Which group dialectic is represented in this aspect of virtual groups?**

- a. open system ↔ closed system
- b. task dimensions ↔ social dimensions
- c. conflict ↔ cohesion
- d. leadership ↔ followership
- e. structured ↔ spontaneous

Difficulty: 3

Question ID: 14.1-10

Page Ref: 343

Answer: c. conflict ↔ cohesion

14.1-11. **A _____ is a coordinated phone call among 3 or more group members.**

- a. videoconference
- b. audioconference
- c. group support system
- d. meetingware session
- e. computerized meeting

Difficulty: 1

Question ID: 14.1-11

Page Ref: 343

Answer: b. audioconference

14.1-12. **Which of the following guidelines will help you conduct and participate in an effective audioconference?**

- a. Limit participation to no more than 15 group members.
- b. Begin the meeting by reading the agenda to all members.
- c. Distribute the minutes of the meeting as soon as possible.
- d. Regardless of their roles, discourage members from signing off during the audioconference.
- e. Avoid taking audioconference time to schedule the date and time for a subsequent meeting.

Difficulty: 2

Question ID: 14.1-12

Page Ref: 344

Answer: c. Distribute the minutes of the meeting as soon as possible.

14.1-13. **Which of the following consequences is a drawback of audioconferencing?**

- a. Group members may feel isolated.
- b. Group members may work on other tasks during a conference call.
- c. Group cohesion may be reduced.
- d. all of the above
- e. none of the above

Difficulty: 1

Question ID: 14.1-13

Page Ref: 345

Answer: d. all of the above

14.1-14. **Which of the following answers describes 1 of the many advantages of using audioconferences as a medium for virtual group work? Audioconferences**

- a. allow members to work on nongroup work during the meeting.
- b. are easier to set up than face-to-face meetings.
- c. require an investment in compatible equipment.
- d. use telephones to which most members have easy access.
- e. intensify the viewpoints of individual group members.

Difficulty: 2

Question ID: 14.1-14

Page Ref: 345

Answer: d. use telephones to which most members have easy access.

14.1-15. **All of the following statements represent disadvantages to using audioconferences EXCEPT**

- a. They can make group members feel isolated.
- b. They may reduce group cohesion.
- c. They are less expensive than videoconferences.
- d. They are ineffective for sharing and editing documents.
- e. They allow members to tune in and out of the meeting.

Difficulty: 2

Question ID: 14.1-15

Page Ref: 345

Answer: c. They are less expensive than videoconferences.

14.1-16. **Which of the following answers is NOT an essential guideline for conducting and participating in an effective videoconference?**

- a. Limit participation to no more than 3–6 group members.
- b. Dress appropriately.
- c. Identify yourself by name whenever you speak.
- d. Always keep your comments short and to the point.
- e. all of the above

Difficulty: 1

Question ID: 14.1-16

Page Ref: 346

Answer: b. Dress appropriately.

14.1-17. **Which of the following answers is a disadvantage of using videoconferences to conduct group meetings?**

- a. They are not effective for collecting data and detailed planning.
- b. They are not effective for collaborative decision making.
- c. They are not effective for negotiating interpersonal conflicts.
- d. They are not effective for problem solving.
- e. They are not effective for sharing information.

Difficulty: 2

Question ID: 14.1-17

Page Ref: 347

Answer: a. They are not effective for collecting data and detailed planning.

14.1-18. **Which of the following answers is NOT an advantage of using textconferencing for virtual group communication?**

- a. It can save time and money.
- b. It allows time for reflection.
- c. It reduces nonverbal influences.
- d. It produces a written record.
- e. It allows for quick dissemination of information.

Difficulty: 2

Question ID: 14.1-18

Page Ref: 347-348

Answer: c. It reduces nonverbal influences.

14.1-19. **A study by Graetz and his colleagues concludes that group members using text-only communication**

- a. have more difficulty coordinating input.
- b. have more difficulty verifying information.
- c. take longer to make decisions.
- d. have difficulty solving complex problems.
- e. experience all of the above.

Difficulty: 2

Question ID: 14.1-19

Page Ref: 348

Answer: e. experience all of the above.

14.1-20. **All of the following statements represent disadvantages to using text conferences EXCEPT**

- a. They can lead to misunderstandings because they lack visual and oral cues.
- b. They can limit participation by members who are poor typists or writers.
- c. They can frustrate members who like or need to talk through ideas.
- d. They can limit participation by highly talkative members.
- e. They can decrease social support for members.

Difficulty: 2

Question ID: 14.1-20

Page Ref: 348

Answer: d. They can limit participation by highly talkative members.

14.1-21. **According to your textbook, software and hardware that provide group members with the ability to generate and evaluate ideas, make decisions, and use different voting procedures are known as**

- a. meetingware.
- b. electronic meeting systems.
- c. decisionware.
- d. taskware.
- e. problemware.

Difficulty: 2

Question ID: 14.1-21

Page Ref: 348-349

Answer: b. electronic meeting systems.

14.1-22. **Duarte and Snyder recommend a set of best practices for making electronic meeting system conferences more effective. Which of the following answers in NOT a best practice for this type of group meeting?**

- a. Make sure everyone in the group has a turn facilitating the meeting to keep the group moving through the agenda.
- b. Make sure everyone's system is compatible and working properly.
- c. Develop a clear and focused agenda and set of technical instructions.
- d. Decide if and when input will be anonymous for activities such as brainstorming and voting.
- e. Rotate functions such as sorting information to avoid fatigue.

Difficulty: 3

Question ID: 14.1-22

Page Ref: 350

Answer: a. Make sure everyone in the group has a turn facilitating the meeting to keep the group moving through the agenda.

14.1-23. **Which of the following answers is NOT an advantage of using electronic meeting systems?**

- a. They are good for brainstorming.
- b. They require very little technical training and assistance.
- c. They facilitate collaboration.
- d. Input can be anonymous.
- e. The process can inhibit groupthink.

Difficulty: 2

Question ID: 14.1-23

Page Ref: 350-351

Answer: b. They require very little technical training and assistance.

14.1-24. **Which of the following answers is NOT an advantage of using electronic meeting systems to conduct group work?**

- a. They usually result in shorter and more productive meetings.
- b. They require training, facilitation, and technical support.
- c. They are efficient ways to tap expertise and opinions.
- d. They can reorganize and prioritize ideas and issues in a variety of ways.
- e. They are good for brainstorming, displaying data, and evaluating options.

Difficulty: 2

Question ID: 14.1-24

Page Ref: 351

Answer: b. They require training, facilitation, and technical support.

14.1-25. **When engaging in a virtual group meeting via email, you should**

- a. use netlingo and netspeak to save space and time.
- b. use electronic whiteboards to collaborate on the same document at the same time.
- c. use correct grammatical form.
- d. use all capital letters in your messages.
- e. let members know your viewpoints by typing "I agree" or "I disagree. "

Difficulty: 2

Question ID: 14.1-25

Page Ref: 349, 352-353

Answer: c. use correct grammatical form.

14.1-26. **Dr. Ivan Goldberg lightheartedly posted a diagnosis for _____, which he described as a maladaptive pattern of internet use leading to clinically significant impairment or distress.**

- a. virtual group conflict
- b. internet addiction disorder
- c. group polarization
- d. technology apprehension
- e. synchronous paralysis

Difficulty: 1

Question ID: 14.1-26

Page Ref: 353

Answer: b. internet addiction disorder

14.1-27. **Which of the following types of member behaviors are unique in causing problems for groups using email to conduct business?**

- a. dominators and monopolizers
- b. deserters and confessors
- c. lurkers and loafers
- d. gatekeepers and followers
- e. hoggers and bloggers

Difficulty: 2

Question ID: 14.1-27

Page Ref: 354

Answer: c. lurkers and loafers

14.1-28. **Threaded discussions are characteristics of virtual groups using**

- a. email.
- b. audioconferences.
- c. videoconferences.
- d. bulletin boards.
- e. all of the above.

Difficulty: 2

Question ID: 14.1-28

Page Ref: 354

Answer: d. bulletin boards.

14.1-29. **Which of the following answers is an advantage of using bulletin boards to conduct virtual meetings?**

- a. They are effective for debating controversial issues.
- b. They are effective for brainstorming and information sharing.
- c. They are effective for collaborative decision making.
- d. They save time, encourage participation, and avoid information overload.
- e. They are easy to organize.

Difficulty: 2

Question ID: 14.1-29

Page Ref: 355

Answer: b. They are effective for brainstorming and information sharing.

14.1-30. **The digital divide refers to**

- a. inequalities in access to, distribution of, and use of information technology between 2 or more populations.
- b. inequalities in quality and quantity of participation in virtual groups by members.
- c. inequalities in the amount of money spent on computer technology for groups serving different departments in a company or association.
- d. inequalities in the credibility given to online resources such as Wikipedia.
- e. all of the above.

Difficulty: 2

Question ID: 14.1-30

Page Ref: 355-356

Answer: a. inequalities in access to, distribution of, and use of information technology between 2 or more populations.

14.1-31. **In assessing the value and validity of Wikipedia, a study in the journal *Nature* found Wikipedia's content more _____ and equal in _____ to the prestigious *Encyclopedia Britannica*.**

- a. erroneous . . . size
- b. dated . . . topic coverage
- c. current . . . accuracy
- d. interesting . . . use
- e. relevant . . . consistent

Difficulty: 3

Question ID: 14.1-31

Page Ref: 356

Answer: c. current . . . accuracy

14.1-32. **A study by the American Association of University Women found that, in general,**

- a. girls consistently rate themselves lower on computer ability than boys do.
- b. girls and boys rate themselves comparable on computer ability.
- c. software programs are gender neutral.
- d. girls enter the classroom with more computer experience than boys have.
- e. none of the above is true.

Difficulty: 2

Question ID: 14.1-32

Page Ref: 357

Answer: a. girls consistently rate themselves lower on computer ability than boys do.

14.1-33. **Dr. Ramon C. Barquin published a "Ten Commandments for Computer Ethics."**
All of the following commandments are included in his list EXCEPT

- a. Thou shalt not use a computer to harm other people.
- b. Thou shalt not copy or use proprietary software for which you have not paid.
- c. Thou shalt not appropriate other people's intellectual property.
- d. Thou shalt think about the social consequences of the program you are writing or the system you are designing.
- e. Thou shalt not express controversial opinions that could distress or offend others.

Difficulty: 2

Question ID: 14.1-33

Page Ref: 358

Answer: e. Thou shalt not express controversial opinions that could distress or offend others.

True/False

14.2-1. **Researchers have discovered that more than 2/3 of the U.S. workers they've surveyed engage in virtual work, and nearly 1/2 are involved in virtual group work at least once a week.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-01

Page Ref: 338

Answer: a. True

- 14.2-2. **Preparing an agenda for a virtual group meeting is just as important as preparing an agenda for a face-to-face meeting.**
a. True
b. False
Difficulty: 1
Question ID: 14.2-02
Page Ref: 344, 346, 350
Answer: a. True
- 14.2-3. **When tasks are complex, computer-mediated groups usually perform better than face-to-face groups.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-03
Page Ref: 341
Answer: b. False
- 14.2-4. **In general, computer-mediated group discussions are less efficient than face-to-face groups.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-04
Page Ref: 341
Answer: a. True
- 14.2-5. **Media Richness Theory contends that virtual groups are more successful because they can see and respond instantly to feedback and use a natural speaking/writing style.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-05
Page Ref: 341
Answer: b. False
- 14.2-6. **Media Richness Theory claims that when you use more communication channels, you will be more successful communicating with others.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-06
Page Ref: 341
Answer: a. True

14.2-7. **Media Synchronicity Theory claims that the key to using media effectively is to match the media's characteristics to the kind of communication required to perform the task.**

- a. True
- b. False

Difficulty: 1

Question ID: 14.2-07

Page Ref: 341

Answer: a. True

14.2-8. **Media Synchronicity Theory was developed before and led to Media Richness Theory.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-08

Page Ref: 341

Answer: b. False

14.2-9. **Group polarization is more common in virtual groups because there are fewer nonverbal cues to moderate opinions and behavior.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-09

Page Ref: 343

Answer: a. True

14.2-10. **Virtual groupthink describes the tendency of group members to express more extreme opinions and take more extreme actions.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-10

Page Ref: 343

Answer: b. False

14.2-11. **When group members use computers to interact simultaneously in real time, they are engaged in synchronous communication.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-11

Page Ref: 342

Answer: a. True

14.2-12. **Virtual groups always communicate asynchronously.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-12

Page Ref: 342

Answer: b. False

14.2-13. **Emails and bulletin boards are examples of asynchronous communication media.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-13

Page Ref: 342

Answer: a. True

14.2-14. **The disadvantages of asynchronous communication include lack of spontaneity and a reliance on linear rather than interactive communication.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-14

Page Ref: 342

Answer: a. True

14.2-15. **Audioconferences take 3 basic forms: conferences calls, computer-based voice links, and teleconferences.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-15

Page Ref: 343

Answer: b. False

14.2-16. **In general, effective audioconferences should limit participation to no more than 5 active participants and provide members an agenda well in advance.**

- a. True
- b. False

Difficulty: 2

Question ID: 14.2-16

Page Ref: 344

Answer: a. True

- 14.2-17. **2 of the primary advantages of audioconferences are that they are easy to set up and use and are effective for reaching members in emergencies.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-17
Page Ref: 345
Answer: a. True
- 14.2-18. **2 of the primary disadvantages of audioconferences are that they are ineffective for brainstorming and frustrate members who need to talk through ideas and debate issues.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-18
Page Ref: 345
Answer: b. False
- 14.2-19. **Preparation for a videoconference is the same as it would be for a face-to-face meeting.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-19
Page Ref: 345-346
Answer: b. False
- 14.2-20. **When you talk to participants at other sites in a videoconference, look directly at the camera, not at other members' images on a television monitor.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-20
Page Ref: 346
Answer: a. True
- 14.2-21. **In general, videoconferences are NOT effective for collecting and sharing data, collaborative decision making, or negotiating interpersonal problems.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-21
Page Ref: 346
Answer: b. False

- 14.2-22. **Videoconferences are expensive, but save travel and lodging costs as well as travel time for members.**
a. True
b. False
Difficulty: 1
Question ID: 14.2-22
Page Ref: 347
Answer: a. True
- 14.2-23. **Compared to face-to-face interaction and teleconferences, textconferences save time and money.**
a. True
b. False
Difficulty: 1
Question ID: 14.2-23
Page Ref: 347-348
Answer: a. True
- 14.2-24. **Textconferences are effective for collaborative decision making and resolving interpersonal problems.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-24
Page Ref: 348
Answer: b. False
- 14.2-25. **A significant reliance on netlingo and netspeak can make reading a text message difficult and annoying as well as making you and your writing appear immature.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-25
Page Ref: 349
Answer: a. True
- 14.2-26. **Electronic meeting systems are very effective for brainstorming, problem solving, decision making, editing documents, and voting.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-26
Page Ref: 349
Answer: a. True

- 14.2-27. **Electronic meeting systems are very expensive because they require special facilities, hardware, software, and staff support.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-27
Page Ref: 351
Answer: a. True
- 14.2-28. **A computer-based electronic whiteboard allows members to work on the same document synchronously.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-28
Page Ref: 352
Answer: a. True
- 14.2-29. **Psychiatrist Ivan Goldberg proposed a diagnosis of Internet Addiction Disorder (IAD) as a joke.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-29
Page Ref: 353
Answer: a. True
- 14.2-30. **People who have Internet Addiction Disorder often lie about or conceal the amount of time they spend on the internet.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-30
Page Ref: 353
Answer: a. True
- 14.2-31. **In order to maximize communication effectiveness when using email to conduct a virtual group meeting, members should observe good grammatical forms (correct spelling, grammar, formatting, capitalization, etc.).**
a. True
b. False
Difficulty: 2
Question ID: 14.2-31
Page Ref: 353
Answer: a. True

- 14.2-32. **Email discussions are effective for brainstorming, debating issues, making difficult decisions, and solving complex problems.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-32
Page Ref: 354
Answer: b. False
- 14.2-33. **Like email, a bulletin board is a synchronous text-based communication medium.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-33
Page Ref: 354
Answer: b. False
- 14.2-34. **A blog is a website in which text, images, web links, and other files are posted on a regular basis.**
a. True
b. False
Difficulty: 1
Question ID: 14.2-34
Page Ref: 356
Answer: a. True
- 14.2-35. **An expert-led investigation by the magazine *Nature* found that the web-based Wikipedia's content is more current than and just as accurate as the prestigious *Encyclopedia Britannica*.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-35
Page Ref: 356
Answer: a. True
- 14.2-36. **An expert-led investigation by the magazine *Nature* found that the web-based Wikipedia's content was less current and more inaccurate than the prestigious *Encyclopedia Britannica*.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-36
Page Ref: 356
Answer: b. False

- 14.2-37. **The digital divide refers to inequalities in access to and technical abilities related to computer-mediated communication.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-37
Page Ref: 356
Answer: a. True
- 14.2-38. **A U.S. government survey found that urban households earning more than \$75,000 a year are 20 times as likely to have home internet access as rural households at the lowest income levels.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-38
Page Ref: 357
Answer: a. True
- 14.2-39. **Software programs and gaming often reinforce gender bias and stereotyped gender roles in computer use.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-39
Page Ref: 357
Answer: a. True
- 14.2-40. **Dr. Ramon Barquin's "Ten Commandments for Computer Ethics" urges computer users to respect the copyrights on content and images held by others.**
a. True
b. False
Difficulty: 2
Question ID: 14.2-40
Page Ref: 358
Answer: a. True

TEST BANK CHAPTER 15: PARLIAMENTARY PROCEDURE**Multiple Choice**

15.1-1. _____ is a systematic method used by groups to determine the majority's will.

- a. A bylaw
- b. Brainstorming
- c. Email
- d. The Standard Agenda
- e. Parliamentary procedure

Difficulty: 2

Question ID: 15.1-01

Page Ref: Web 2

Answer: e. Parliamentary procedure

15.1-2. The rules governing how an organization operates are often included in the organization's constitution or

- a. parliamentary procedure.
- b. quorum.
- c. motion.
- d. bylaws.
- e. agenda.

Difficulty: 2

Question ID: 15.1-02

Page Ref: Web 2

Answer: d. bylaws.

15.1-3. Which of the following organizations is/are likely to use parliamentary procedure when conducting official business?

- a. civic organizations
- b. U.S. Congress
- c. corporate boards of directors
- d. nonprofit organizations, including professional associations and unions
- e. all of the above

Difficulty: 2

Question ID: 15.1-03

Page Ref: Web 3

Answer: e. all of the above

15.1-4. Parliamentary procedure should be used when

- a. a group wants to ensure that everyone has an opportunity to speak.
- b. a group has a limited amount of time.
- c. a group's decision has legal implications.
- d. a group wants all points of view to be shared.
- e. Parliamentary procedure should be used for all of the above reasons.

Difficulty: 2

Question ID: 15.1-04

Page Ref: Web 3

Answer: e. Parliamentary procedure should be used for all of the above reasons.

15.1-5. All of the following rules apply when using parliamentary procedure EXCEPT

- a. Only one person may speak at a time.
- b. Several subjects may be discussed at the same time.
- c. The chairperson is primarily responsible for ensuring that the rules are followed.
- d. The group may not make a decision unless the meeting is properly called.
- e. all of the above

Difficulty: 2

Question ID: 15.1-05

Page Ref: Web 3-4

Answer: b. Several subjects may be discussed at the same time.

15.1-6. A group may decide it does not need to use parliamentary procedure when

- a. the group is large.
- b. the group faces little controversy.
- c. the group has limited time.
- d. the group is formal.
- e. the bylaws require it.

Difficulty: 2

Question ID: 15.1-06

Page Ref: Web 3

Answer: b. the group faces little controversy.

15.1-7. All of the following statements express a guiding principle of parliamentary procedure EXCEPT

- a. The group grants individual members special privileges and speaking opportunities when an issue is controversial.
- b. The group accepts the will of the majority.
- c. The group guarantees all members the right to speak.
- d. The group balances contributions between those who support and those who oppose a proposal.
- e. The group follows a member-approved agenda.

Difficulty: 2

Question ID: 15.1-07

Page Ref: Web 3

Answer: a. The group grants individual members special privileges and speaking opportunities when an issue is controversial.

15.1-8. What percent of group members who are eligible to vote must be present to meet the requirement of having a quorum in order to conduct official business?

- a. 25%
- b. 33%
- c. 51%
- d. 66%
- e. Any of the above may be acceptable, depending on the group's bylaws.

Difficulty: 2

Question ID: 15.1-08

Page Ref: Web 4

Answer: e. Any of the above may be acceptable, depending on the group's bylaws.

15.1-9. **A quorum is**

- a. the full membership of an organization.
- b. the majority of the members attending a meeting.
- c. the majority of members who belong to an association.
- d. the minimum number of members who must be present for the group to transact business.
- e. the maximum number of members who must be present for the group to transaction business.

Difficulty: 3

Question ID: 15.1-09

Page Ref: Web 4

Answer: d. the minimum number of members who must be present for the group to transact business.

15.1-10. **Who is ultimately responsible for making sure that the rules of parliamentary procedure are enforced in a group meeting?**

- a. sergeant at arms
- b. secretary
- c. chair
- d. parliamentarian
- e. the majority of members

Difficulty: 2

Question ID: 15.1-10

Page Ref: Web 4

Answer: c. chair

15.1-11. **If you are the chair of a parliamentary session and are also the group leader or an association officer, you should only vote**

- a. to make or break a tie.
- b. if the issue is highly controversial.
- c. to make a motion.
- d. to support a motion.
- e. if you have spoken in opposition to a motion.

Difficulty: 3

Question ID: 15.1-11

Page Ref: Web 4

Answer: a. to make or break a tie.

15.1-12. **A parliamentarian**

- a. must be appointed in every group.
- b. must be a member of the group.
- c. must have a thorough knowledge of parliamentary procedure.
- d. has the final say on parliamentary issues.
- e. all of the above

Difficulty: 2

Question ID: 15.1-12

Page Ref: Web 5

Answer: c. must have a thorough knowledge of parliamentary procedure.

15.1-13. **In a group using parliamentary procedure, who is responsible for taking the minutes and providing a record of the results of all votes?**

- a. sergeant at arms
- b. presiding officer
- c. chair
- d. parliamentarian
- e. clerk

Difficulty: 1

Question ID: 15.1-13

Page Ref: Web 4

Answer: e. clerk

15.1-14. **How should a motion be introduced?**

- a. "I motion that . . ."
- b. "We should put in motion . . ."
- c. "I suggest a movement to . . ."
- d. "I move that . . ."
- e. "I propose the following movement."

Difficulty: 2

Question ID: 15.1-14

Page Ref: Web 5

Answer: d. "I move that . . ."

15.1-15. **If a group member is recognized by the chair of a meeting and says "I move that we change our annual meeting to November rather than December," the member is**

- a. making a main motion.
- b. moving the previous question.
- c. calling attention to a point of order.
- d. changing the working of a motion being considered by the group.
- e. asking that a motion be referred to committee.

Difficulty: 2

Question ID: 15.1-15

Page Ref: Web 5

Answer: a. making a main motion.

15.1-16. **If a group member is recognized by the chair of a meeting and says "I move that we close debate and move immediately to a vote," the member is**

- a. making a main motion.
- b. moving the previous question.
- c. tabling the question.
- d. making an amendment.
- e. calling attention to a point of order.

Difficulty: 2

Question ID: 15.1-16

Page Ref: Web 6

Answer: b. moving the previous question.

15.1-17. **If a group member is recognized by the chair of a meeting and says, "This motion is out of order because we must vote on the amendment before we vote on the main motion," the member is**

- a. moving the previous question.
- b. raising a point of order.
- c. requesting a personal privilege.
- d. making an amendment.
- e. making a main motion.

Difficulty: 2

Question ID: 15.1-17

Page Ref: Web 6

Answer: b. raising a point of order.

15.1-18. **The first step in making a main motion is to**

- a. state the motion.
- b. obtain the floor.
- c. amend the motion.
- d. debate the motion.
- e. vote on the motion.

Difficulty: 2

Question ID: 15.1-18

Page Ref: Web 6-7

Answer: b. obtain the floor.

15.1-19. **Most parliamentary motions are given a precedence, an order in which they must be considered. Which of the following motions must be considered before the others listed below?**

- a. main motion
- b. postpone indefinitely
- c. table the question
- d. adjourn
- e. call for the previous question

Difficulty: 2

Question ID: 15.1-19

Page Ref: Web 9

Answer: d. adjourn

15.1-20. **Most parliamentary motions are given a precedence, an order in which they must be considered. Which of the following motions must be considered before the others listed below?**

- a. question of privilege
- b. orders of the day
- c. table the question
- d. amend
- e. main motion

Difficulty: 3

Question ID: 15.1-20

Page Ref: Web 9

Answer: a. question of privilege

15.1-21. **A main motion**

- a. does not need a second.
- b. is one of the lowest ranked motions in terms of precedence.
- c. is not ranked in terms of precedence.
- d. cannot be amended.
- e. requires a secret ballot when a vote is taken.

Difficulty: 3

Question ID: 15.1-21

Page Ref: Web 5-10

Answer: b. is one of the lowest ranked motions in terms of precedence.

15.1-22. **The members of a relatively large group using parliamentary procedure are having difficulty seeing and hearing when members speak. Ricky wants to suggest that speakers stand up and speak louder. What type of motion should Ricky make?**

- a. call for the orders of the day
- b. move the previous question
- c. limit or extend debate
- d. point of order
- e. question of privilege

Difficulty: 2

Question ID: 15.1-22

Page Ref: Web 5-10

Answer: e. question of privilege

15.1-23. **In parliamentary procedure, the previous question motion means**

- a. call for members to return to the agenda.
- b. a request for the clerk to read the motion aloud.
- c. end debate vote on the motion.
- d. bringing new business before the assembled group.
- e. to separate a motion into 2 parts.

Difficulty: 3

Question ID: 15.1-23

Page Ref: Web 5-10

Answer: c. end debate vote on the motion.

15.1-24. **If a member wants to suggest that the group end debate on an issue and vote immediately, what type of motion should be made?**

- a. call for the orders of the day
- b. move the previous question
- c. limit or extend debate
- d. point of order
- e. question of privilege

Difficulty: 2

Question ID: 15.1-24

Page Ref: Web 5-10

Answer: b. move the previous question

15.1-25. **All of the following motions may be amended EXCEPT**

- a. to limit or extend debate.
- b. to postpone indefinitely.
- c. to refer to committee.
- d. to recess.
- e. to amend the amendment.

Difficulty: 3

Question ID: 15.1-25

Page Ref: Web 5-10

Answer: d. to recess.

15.1-26. **Which motion allows one to interrupt the speaker?**

- a. amendment
- b. question of privilege
- c. previous question
- d. postpone indefinitely
- e. recess

Difficulty: 2

Question ID: 15.1-26

Page Ref: Web 5-10

Answer: b. question of privilege

15.1-27. **All of the following items may be debated EXCEPT**

- a. main motion.
- b. amendment.
- c. point of order.
- d. refer to committee.
- e. postpone indefinitely.

Difficulty: 3

Question ID: 15.1-27

Page Ref: 5-10

Answer: c. point of order.

True/False

15.2-1. **All meetings should use parliamentary procedure.**

- a. True
- b. False

Difficulty: 1

Question ID: 15.2-01

Page Ref: Web 2

Answer: b. False

15.2-2. Parliamentary procedure rules are used to determine the will of the majority.

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-02

Page Ref: Web 2

Answer: a. True

15.2-3. *Robert's Rules of Order* is the most popular official rulebook for conducting meetings that use parliamentary procedure.

- a. True
- b. False

Difficulty: 1

Question ID: 15.2-03

Page Ref: Web 2

Answer: a. True

15.2-4. Only corporations and government legislatures are required to use parliamentary procedure to conduct official meetings.

- a. True
- b. False

Difficulty: 1

Question ID: 15.2-04

Page Ref: Web 2

Answer: b. False

15.2-5. By protecting the rights of all members to speak for or against a proposal, parliamentary procedure ensures that the majority will prevail.

- a. True
- b. False

Difficulty: 3

Question ID: 15.2-05

Page Ref: Web 3

Answer: b. False

15.2-6. Even though parliamentary procedure guarantees that a group cannot ignore minority viewpoints, parliamentary rules are designed to ensure that the majority ultimately wins.

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-06

Page Ref: Web 3

Answer: a. True

15.2-7. **The 4 guiding principles of parliamentary procedure focus on guaranteeing majority will, minority rights, balanced discussion, and orderly progress.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-07

Page Ref: Web 3

Answer: a. True

15.2-8. **The 4 guiding principles of parliamentary procedure focus on guaranteeing the best decisions, majority rights, argumentations, and timely progress.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-08

Page Ref: Web 3

Answer: b. False

15.2-9. **All members share the responsibility of ensuring that parliamentary rules are followed.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-09

Page Ref: Web 4

Answer: a. True

15.2-10. **According to parliamentary procedure's rules, a group cannot conduct official business if it does not have a quorum.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-10

Page Ref: Web 4

Answer: a. True

15.2-11. **A quorum is always 51% of group members who are eligible to vote.**

- a. True
- b. False

Difficulty: 3

Question ID: 15.2-11

Page Ref: Web 4

Answer: b. False

- 15.2-12. **Depending on the size of a group and the significance of an issue, a quorum can be 25%, 51%, or 66% of the members who are eligible to vote.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-12
Page Ref: Web 4
Answer: a. True
- 15.2-13. **Parliamentary procedure requires that someone chair a meeting.**
a. True
b. False
Difficulty: 1
Question ID: 15.2-13
Page Ref: Web 4
Answer: a. True
- 15.2-14. **The chair of a meeting using parliamentary procedure should not join the discussion or express personal opinions during a discussion.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-14
Page Ref: Web 4
Answer: a. True
- 15.2-15. **The chair of a meeting using parliamentary procedure can only vote when members use secret ballots or to make or break a tie.**
a. True
b. False
Difficulty: 3
Question ID: 15.2-15
Page Ref: Web 4
Answer: a. True
- 15.2-16. **If the chair of a meeting using parliamentary procedure votes to create a tie, the proposed action is accepted.**
a. True
b. False
Difficulty: 3
Question ID: 15.2-16
Page Ref: Web 4
Answer: b. False

- 15.2-17. **In a meeting using parliamentary procedure, the chair, not the parliamentarian, makes the final determination on the application of parliamentary rules.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-17
Page Ref: Web 5
Answer: a. True
- 15.2-18. **A motion is a proposal by a group member that the group as a whole take a certain action.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-18
Page Ref: Web 5
Answer: a. True
- 15.2-19. **Main motions propose a new action or decision.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-19
Page Ref: Web 6
Answer: a. True
- 15.2-20. **If a member moves the previous question, the group must reconsider an amendment to a main motion.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-20
Page Ref: Web 6
Answer: b. False
- 15.2-21. **If a member moves the previous question, the group must end debate of a motion and consider moving to an immediate vote.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-21
Page Ref: Web 6
Answer: a. True

- 15.2-22. **If a member calls for the orders of the day, the group must conform to its agreed-upon agenda and timing of business.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-22
Page Ref: Web 6
Answer: a. True
- 15.2-23. **Before you can make a motion or speak in a parliamentary session, you must be recognized by the chair to "obtain the floor."**
a. True
b. False
Difficulty: 2
Question ID: 15.2-23
Page Ref: Web 7
Answer: a. True
- 15.2-24. **In a parliamentary meeting, you must be recognized by the chair in order to offer a main motion.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-24
Page Ref: Web 7
Answer: a. True
- 15.2-25. **In a parliamentary meeting, the chair must recognize the person who seconds a motion.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-25
Page Ref: Web 7
Answer: b. False
- 15.2-26. **The person who seconds a motion in a meeting using parliamentary procedure must vote for the motion.**
a. True
b. False
Difficulty: 2
Question ID: 15.2-26
Page Ref: Web 7
Answer: b. False

15.2-27. **A second is not required in order for a main motion to be discussed.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-27

Page Ref: Web 7

Answer: b. False

15.2-28. **You can amend a motion by substituting a totally different motion for the one under consideration by a group.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-28

Page Ref: Web 7-8

Answer: b. False

15.2-29. **Someone must second an amendment before a group can debate its merits.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-29

Page Ref: Web 8

Answer: a. True

15.2-30. **All motions are given a precedence, an order in which they must be considered.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-30

Page Ref: Web 8

Answer: a. True

15.2-31. **A motion to adjourn has precedence over motions to recess, table the question, and limit debate.**

- a. True
- b. False

Difficulty: 3

Question ID: 15.2-31

Page Ref: Web 9

Answer: a. True

- 15.2-32. **A main motion has precedence over motions to end debate, refer to a committee, and questions of privilege.**

- a. True
- b. False

Difficulty: 3

Question ID: 15.2-32

Page Ref: Web 9

Answer: b. False

- 15.2-33. **The chair of a meeting using parliamentary procedure must grant a member who introduces a question of privilege the right to speak even if a major debate is taking place on a significant motion.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-33

Page Ref: Web 9

Answer: a. True

- 15.2-34. **"The motion that just passed did not receive the required 2/3 votes" is an example of a member raising a point or order.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-34

Page Ref: Web 10

Answer: a. True

- 15.2-35. **In less formal groups, the chair is usually permitted to join the discussion and make motions.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-35

Page Ref: Web 10-11

Answer: a. True

- 15.2-36. **In informal groups, issues may be discussed at great length before a specific motion is made.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-36

Page Ref: Web 10-11

Answer: a. True

15.2-37. **Even though parliamentary procedure is designed to ensure the will of the majority, a well-organized minority can block and delay an action until it no longer has a chance of passage.**

- a. True
- b. False

Difficulty: 2

Question ID: 15.2-37

Page Ref: Web 11

Answer: a. True